

Sir Keith's flying circus

One of the items in the last-minute batch of written Parliamentary Questions which came out just before the House rose, gave Sir Keith Joseph's response to the consultations with the vice-chancellors on the subject of academic tenure (page 7). To say that the vice-chancellors had been less than helpful would be an understatement. The universities clearly are not willing, off their own bat, to amend statutes and contracts to end (where it now exists) the award of life tenure for new appointments and write into new terms of engagement a power to terminate employment.

The universities' stone-walling probably reflects nothing more than the truth: in the present circumstances it would be difficult to mobilize the necessary majorities in university governing bodies for the necessary amendments to charters and constitutions. Sir Keith has not managed to convince many people inside the universities that the change is necessary. Insofar as he is moved by consideration of what happened following university cuts in the past four years (which involved buying out large numbers of academics with generous redundancy terms - terms inflated by uncertainties about how the courts would react if tenure rights were tested at law) he is on shaky ground; the administrative foolishness of the 1980 cut has become more and more apparent in the years which followed.

Like so many crash cuts, imposed with demonstrative flexing of government muscles, they led to waste and false economies which will have to be made good at great expense. And whatever was saved slitting down the universities was spent in the unplanned expansion of the polytechnics and other public sector HE. It would have been much more sensible to accept the rhythms and planning horizons of higher education at their face value, and with them the time-scale for expansion or contraction. All along, the university authorities complained that the changes which were being demanded were too rapid to be achieved within the normal personnel management constraints of higher education - not that the pre-1980 staffing levels were in some sense sacrosanct.

All that has followed has stemmed from these costly 1980 errors. Tenure obviously made sudden

changes in university policy more difficult (though not necessarily less unwise) than they would otherwise have been. But it is not just convenience and expediency which prompts Sir Keith: he has now come to be offended by the very idea that any group of publicly-supported employees should enjoy such cast-iron protection as that given to some dons. He believes, quite possibly correctly (notwithstanding what the AUT's Diana Warwick says) that true academic freedom can be protected without making dons fireproof.

Doing something about all this now is seen not simply as a piece of long-term administrative tidying up against the next round of cuts, but as an expression of the Government's philosophy which demands that academics be subjected to the same rough justice which has made thousands of other professional people redundant during the recent recession.

Sir Keith's letter makes it clear that the new terms will only apply to new staff and not retrospectively to those already in post, and that there will have to be legal safeguards to protect staff from being sacked for frivolous or irrelevant political or academic reasons. No doubt cast-iron procedures can be devised - they manage to do these things in other countries - but the exact words and administrative routines which are used to enforce these essential academic freedoms, in law or in amended university charters, will have to be examined with the greatest care.

So now Sir Keith has set the DES investigating the precedents and intends to appoint a Royal Commission (or Commissions) to go on circuit round the universities rewriting charters and statutes to incorporate new criteria on tenure.

This cumbersome travelling circus is to be set in motion, it seems, because the universities have what Sir Keith calls a "distaste for the idea of a body of general law for the universities and the danger of moving inadvertently in this direction". This is understandable; the universities prize their independence greatly and, in the snobbery of English life there is, for some reason, something *infra dig* about being subjected to the regulation of mere politicians in Parliament assembled.

COMMENT

Lordships' indictment

The House of Lords Select Committee on the European Community has published a critical review of Britain's arrangements for vocational education and training for the 16 to 19 age groups (page 3). It compares the developments now taking place here unfavourably with those in Germany and France. In particular, it highlights the continuing failure to consider the needs of young people in these age groups as a whole - those in school and college as well as those in work and youth training - and to develop a coordinated programme which gives a similar status to them all.

This goes to the central weakness of the schemes so far brought forward, based as they are on the limited skills and functions of the Manpower Services Commission. The MSC is a creature of the Department of Employment: its constitution and legal basis entrenches the false sharp dividing line between "training" and "education". A point to which the select committee draws special attention, the financial discrimination against those who remain in education, is not accidental but systematic; the logical outcome of the philosophy which underlies the whole MSC initiative.

This does not, of course, prevent the MSC from moving in on the education field when it suits it with, for example, large sums to stimulate developments in work-orientated secondary education.



tion, but no knowledge of, or responsibility for, how this will be turned to the benefit of the schools as a whole when the special funding runs out in an absurdly brief five years' time.

What is clear is that the Government has failed to develop a coherent, defensible strategy for upper secondary education and industrial training. Instead of a strategy there is an agency which prides itself on its tactical agility, any opening and the ear of the Prime Minister and some of her senior colleagues. Opportunism and improvisation, sometimes brilliant but more often flawed by inadequate preparation and back-up, may be used to advantage in times of crisis or to get something off the ground. They are no substitute for a coherent and carefully thought-out approach to the needs of all young people, in respect of their preparation for work whether by way of continuing full-time education or by some combination of work, on the job training and part-time of recurrent education.

The Lords have brought shafts of sanity to more than one national debate lately: it is to be hoped that this last report, albeit issued in the dog days of August, will not go unheeded.

More stick, more carrots

The prescriptive new line from the NAS/UWT on in-service training (page 1) may make beguiling reading for the centralists on the Advisory Committee on the Supply and Education of Teachers to whom it is directed, but it does seem to have disregarded the value of the carrot in such transactions.

The obvious dilemma is that only the keenest members of the teaching force opt for in-service training of their own accord. There is, then, another segment of the teaching population who might be prepared to improve themselves and their performance if it could be done in the school's time rather than their own. These are the teachers at whom the NAS/UWT policy is rather forcibly directed, and they are probably right in believing that it will be more attractive if it does not have to be undertaken at the expense of weekends or holidays; and if it were accepted that it provides built-in bonuses for schools, as well as for the more obvious ones for the individual teachers.

But there remains that even more intractable group who give most cause for alarm, the "laid and indifferent" who can be persuaded to do anything.

point in forcing someone to go on an in-service course, at considerable inconvenience and expense to the employer, if they are so little interested in subject and outcome that it does nothing to improve performance? Compulsion could only make things worse.

There is, however, every reason to believe that the good old formula of stick and carrot is appropriate, and that in-service for all is most likely to be effective if it is accepted as an integral part of some assessment framework. The NAS/UWT, indeed, must see it in this light, since it is the union which has gone furthest along the road of assessment procedures, with its own proposals which could further career development "if the price is right".

The premise is that an in-service course might be recommended to put right weak aspects of classroom performance picked up during regular assessment by head of department or local inspectorate. If the teacher concerned agreed to take the help offered and it worked, that would be a positive outcome for INSET and assessment; but a refusal to comply and subsequent failure to improve could contribute to a rather negative dossier.

It seems likely that ACSET will endorse the NAS/UWT proposal that the major new programme of in-service training that is needed to provide equality of opportunity (and incidentally rescue INSET from the random consequences of RSG) should be centrally funded and controlled. Whether they will go along with the compulsion element remains to be seen, as does local government reaction to the DES proposal that it should be financed by docking yet another slice off the RSG total.

Second opinion

Another triumph for UK

Those who want to get away from it all don't go to Rhodes. Like Ibiza, Majorca, and sundry hot spots on mainland Spain and Italy, the town which took its name to this beautiful Greek island roars with souped-up bikes, thrills with canned music, and pollutes with creatures from chiller films.

Since the medieval town is still intact, virtually all the hotels have been built outside it on a tapering strip of land bounded by beaches. One seemed promising as we stumbled in from the flight at Sam: it was well designed and set in a quiet side street 50 yards from the sea. Our balcony looked out over small private houses with lovingly tended gardens beyond which other hotels rose up in every direction. When we emerged at 10am the scene was idyllically peaceful, and the pool calm and inviting.

Downstairs in the foyer the usual notices about excursions were decorated with jolly little pennants proclaiming the presence of something called Club 18-30. Nothing unusual about that: hotels in Rhodes usually like to advertise the clubs they serve. Club 18-30 was clearly British. No matter, it takes all sorts, and the foyer was full of Nordic types getting ready for a day on the beach.

Club 18-30, of course, were still asleep. For them, 10am is the middle of the night. We first encountered them on our way back at midnight after tanking up in the bar they were on their way out, together with other Britons of a similar disposition. They came back, roomful by roomful, around 4am: we may not have counted them out, but we could hardly fail to count them back in. They had a special way of closing doors (slamming them repeatedly), and they preferred climbing over balconies to walking along corridors when moving from one room to another. They seemed to have a lot to shout about, as did the Greek who threatened, from his balcony 20ft away, to hoots and jeers, to call the police. No police materialized, the night porter beat vainly on door after door, and at about five the last roomful sank into exhausted silence.

That, it turned out, was a fairly typical night. Sometimes groups in our hotel shouted across to groups in other hotels, so that the entire neighbourhood rang with the din. We managed to see the funny side of it all, but we grow very sorry for the Greek and his wife (not to mention some of the older guests whose nerves could not take the strain). Despite heretical protest efforts by the manager and by the club's rep (a former London teacher who professes doing social work in the sun), British culture triumphed.

It's always dangerous to trade in stereotypes, and not all the young Swedes and Germans, our lads and their girls seemed both driven and pathetically gauche: nice enough as individuals, they were gripped by a herd instinct of hysterical intensity. The sociologists on whom we report this week (page 20) are having a field day analysing the behaviour of football fans abroad. They could have even more fun following a holiday club - and get themselves a tan to boot.

Michael Church

no comment

"Prayer" - written by a first-year child and used in a recent assembly following the school journey to the Isle of Wight. We thank you Lord for this break from our parents.

Prospects tougher than ever in competition for HE places

by Biddy Passmore

Those A level candidates who receive disappointing results in the post next week may find it harder than ever to find a higher education place.

This is the first year in which polytechnics and colleges of higher education are being forced to keep to strict targets set by the National Advisory Body. Although their new intake of full-time and sandwich students should be about 2,000 higher than last year's at 86,500 overall, most of the new places are in the already over-subscribed areas of science, technology and business studies.

A spokesman for the Committee of Directors of Polytechnics said: "The pressure on places has grown over the last year. The polytechnics can no longer mop up the university overspill. If people haven't made their applications by this stage, they might well be disappointed."

But the position for university applicants could, in theory, be slightly easier this year than last. The number of home applicants is fractionally down (by 0.2 per cent to 154,000) while universities have, at the Government's invitation, increased the number of places on offer by more than 3,000 to some 78,000.

However, the Universities Central Council on Admissions is taking a cautious view of the prospects. It says it is impossible to say if admission will

be harder this year adding: "We would not expect the state of competition this summer to differ materially from last year."

As sixth-formers have increasingly recognised the insurance value of early applications to polytechnics, the number has shot up. Some popular courses in subjects like computer and business studies have been full since February.

But the CDP does not know to what extent the increase - said to be especially marked for first degree courses - represents a rise in the number of applicants. Until the polytechnics have their own clearing house for admissions in 1986 they will not know how many candidates make multiple applications.

Major subjects where the competition for places is most keen in universities and polytechnics are business studies, with 24 applications per place, and computer engineering with 20. Pharmacy and accountancy are also very popular.

English, medicine, history and most branches of engineering all attract 10 or more applications per place. But chemical engineering and sociology attract only eight, French and German seven, classics and religious studies six, and botany four.

A level results should arrive at the schools next Thursday. A TES feature on page 16 gives advice on what to do.

Audit report may hit rate-capping

Fresh trouble is brewing for Mr Patrick Jenkin, the Environment Secretary, as he awaits the publication of a report by the Audit Commission which will remove much of the justification for rate-capping and the fierce penalties just announced for councils which overspend next year.

The report, due to be published in three weeks' time, is not yet in its final form. Unless it is radically altered, however, it will suggest that ministers are wrong to think that local authorities have been spending too much. Real overall local government spending last year was probably about in line with the Government's target, it concludes.

A late draft of the report ascribes the apparent overspending to the Government's system of distributing block grant. Nervous councils, uncertain from year to year how much grant they would receive and how much they would be allowed to reduce, have been driven to boost their balances and thus inflate their budgets artificially. The cost of that to ratepayers has probably been some £1.5 billion in the past three years.

The system which now exists is actually producing misleading information to the policy-makers in both central and local government," the draft says. It suggests that the present arrangements are actively discouraging councils from undertaking the long-term planning essential to redeploy resources to deal with waste and meet new needs and demands.

Mr Jack Straw, Labour's environment spokesman, has already described the report as "dynamite". He has written to Mr Jenkin urging the Government to suspend its rate-capping and grant penalty proposals until ministers have studied the commission's findings.

The Audit Commission was set up by the Government in 1982 to act as an independent local spending watchdog. This report is the result of its first major investigation into local government finance.

Sir Keith demands new criteria soon

There must be no delay over the incorporation of grade-related criteria into the new 16-plus exams, Sir Keith Joseph, the Education Secretary, has underlined to the exam boards, Biddy Passmore writes.

In a firmly worded letter to Dr Peter Andrews, joint chairman of the joint council of the boards, Sir Keith said he was anxious that the new way of marking exams should be incorporated into the national criteria and syllabuses for each subject as soon as practicable.

Grade-related criteria - spelling out the knowledge and skills a candidate should possess to be awarded each grade - would be ready for the first batch of 10 subjects by next summer, he continued. He hoped it would be possible for the first GCSE exams in the summer of 1988 to be based on them. He recognized, however, that this would depend on progress.

The Education Secretary is thought to have been disturbed by the joint council's statement in a recent letter to him that it was "glad to note that the introduction of the CGSE in 1988 is not dependent upon the immediate development of grade-related criteria". There is widespread scepticism in the exam boards about the feasibility of defining the criteria, especially within the timescale envisaged by Sir Keith.

In his letter, Sir Keith also noted the boards' concern about the letter-based



Net result: Duncan Reavey, 19, (centre) with some of his young team at the exotic butterfly farm at Ashurst in the New Forest.

Fourteen young entomologists took part in a national field week during which they explored the Forest's rich bog heath and woodland, home for many species of butterfly.

UK training falling behind, peers say

A House of Lords report warned this week that Britain is lagging behind some other EEC countries in its education and training of 16 to 18-year-olds. It fears that unless the present one-year Youth Training Scheme is extended by a post-YTS training programme there is a danger of slipping further behind.

The report, by a sub-committee of the Lords European Communities Committee, says a major reshaping and review of the British system is needed - not only for the sake of the nation but also for the Community, if it is to compete successfully with Japan and the United States.

The EEC, says the committee, cannot afford to carry member states unwilling to take steps to improve their performance.

The report says there is much evidence that the British workforce is less well trained than some other countries, notably Germany and France. "There is an urgent need to bring together the whole education, training and employment of young people into a coherent framework which can be understood by employers, parents, educators and above all by young people, it claims.

The peers set out their own views on the strategy required:

- Young people should be able to choose at 16 between full-time education, training or part-time training employment.

- All 16 and 17-year-olds, whether as trainees or students, should have a common status and income - the same basic state allowance. That would discourage a student or trainee from deciding on his or her future primarily on immediate financial considerations.

- A post-YTS training programme to supplement the one-year scheme is essential.

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George Tomlinson (above): as soft as putty in the hands of the Ministry officials. (Right) Florence Horsburgh: even she balked at Butler's cuts proposals.



An Education Act which has lasted 40 years and looks like sticking it out a good bit longer is unprecedented in our history. Eighteen-seventy lasted 32 years, 1902 only 16 and 1918, even allowing for the war, was replaced after only 26 years. What are the reasons for such longevity, such resilience? And how do the reputations of the chief actors involved in the birth and early childhood of the Act stand up?

Take the first question. It is relatively easy to dispose of the first good reason: the religious settlement. How anachronistic even discussion of it sounds today! Yet, given the story of educational controversy up till 1944, this stands out as Butler's greatest, and only permanent achievement. What had bedevilled past attempts at educational advance has simply ceased to be an issue that rouses passions. Because the Act (including several inevitable updates) gave the Churches far more than they could reasonably have expected, why should they not be satisfied? The argument, as so often is the case, was really about money, and they got it and still get it, as the price of peace.

There can be speculation about what otherwise might have happened even in our increasingly non-religious ambience. But at no time have we been threatened with the spectacle of two millions marching at the behest of a Church as we have recently seen in Paris, even given the different circumstances. And anyone who has followed the policy-making processes of the Labour Party, where there is pressure for change, cannot have failed to notice that upsetting the basic tenets of the 1944 settlement has no place in its educational priorities. It would be a rash gambler who would bet on any changes of substance from this quarter, in spite of noises off in the wings.

More intriguing is the second major reason: the consensus reached on secondary reform. Six of the twelve demands of the 1942 Council for Educational Advance, (the most effective lay educational pressure group we have ever had, comprising the TUC, the Education Committee of the Cooperative Union, the WEA and the NUT and chaired by R H Tawney) concerned secondary education in one way or another, so powerful was the urge for change in this field. And five of them were achieved or thought to be achieved - all except the provision of maintenance allowances. But this was only possible because the CEA's policy represented the "lowest common denominator" rather than a high common factor of reform. Thus the demand for substantial experiments in multilateral schools was excluded as was pressure to end the independent sector - both in order to achieve agreement with the powerful NUT.

With such a secure foundation, the Butler secondary reform had a very strong structure. Left-wing opponents

The 1944 Act has proved to be the most durable piece of educational legislation Parliament has produced. Max Morris offers an explanation for its extreme longevity and reappraises the reputations of the Ministers associated with its birth and infancy.

Built to last

had to be satisfied with raising the leaving age to 15, with the promise of 16 to come "as soon . . . as practicable". Just as important, secondary education became free - gone were the hard times of the 1930s with their "special places" in fee paying schools. A "single code" made it appear that there were to be common standards of staffing, for example. There was also the prospect of something for all after the compulsory leaving age, even if only part time.

But it was the acceptance by Labour of the small print, on education "according to age, aptitude and ability" and to the "different periods which children may be expected to remain at school" that was decisive because of their interpretation of it to mean the tripartite system. This enabled radical secondary reform to be damped down for many years, but also it meant that when the pressure became overwhelming by the 1960s, it could be carried out by re-interpreting the formula without any need for a new Act.

The Act was not only accepted by Labour in coalition during the war but by Labour Ministers afterwards, its bipartisan support continued in the

two essential features discussed. Controversies became matters of interpretation and administration of a basic structure which stood firm as a rock. These interpretations, however, became important when the ink was hardly dry. And it is in the light of controversies around them that the reputations of the chief actors involved have to be judged. Ellen Wilkinson was the first to come up against the hard-faced and hard-line interpreters. As Labour's first Minister of Education she was persuaded to accept *The Nation's* Schools, the notorious pamphlet No 1 of the new Ministry, which declared that the education of the overwhelming majority of children was to be determined by the fact that their "future employment will not demand any measure of technical skill or knowledge"; they were to be "the hewers of wood and drawers of water". "Overwhelming majority", indeed! Was this what the Act meant by ability and aptitude? It was certainly how the mandarins of Curzon Street interpreted the formula, showing brazen contempt for those their political masters were presumed to represent. The result was a famous and traumatic

scene at a Labour Party conference when Red Ellen broke down in tears after a humiliating defeat, and agreed to revise the pamphlet. But the mandarins won, for though the pamphlet was revised, its obnoxious ideology remained and was to colour secondary development till the Wilson Government.

No one has satisfactorily explained Ellen Wilkinson's part in this affair and a recent biography glosses over the problem of her complete lack of understanding of what the old guard was up to. History has concentrated on her valiant and successful fight to get the leaving age raised in 1947 as promised, against powerful forces within the Cabinet and the press. But giving her imprimatur to *The Nation's* Schools must mark her out as the first major disaster that followed the Act, even if not an unmitigated one.

Her successor, George Tomlinson, has won such golden opinions from commentators that it is almost *lèse majesté* to criticize him. He was an affable, down-to-earth working-class politician, and as soft as putty in the hands of the Ministry officials. It fell to him to operate the first round of cuts

which boded no good for the future of the Act, but that, at least, was not his responsibility. It can be argued that he belonged to more powerful figures like Cripps, the Chancellor, who dominated the Cabinet.

What, however, was entirely Tomlinson's responsibility was the vindictive vendetta he pursued, at the behest of his officials, against brave efforts to introduce comprehensive schools. His correspondence with the Labour-controlled Middlesex Education Committee reads like a Tory Party education manual. Yet all this Middlesex was trying to do was introduce three comprehensive schools in a programme that would have had great significance, as it did not depend on building mammoth new schools - then very much the current fashionable theory. Tomlinson has to be blamed for seriously impeding comprehensive development because of his (the Ministry's) interpretation of the Act.

His attitude on another issue was utterly contemptuous of the spirit of Labour's ideology, and strongly supported the *status quo* interpretation of the Act. Challenged to do something about the proliferation of private schools, he fell back on a whim about the many restrictive regulations that still existed after the war. "It's easier," he quipped, "to open a private school than a fish and chip shop." While he was at the Ministry it certainly was.

What of the Grand Penitentiary himself, Rab Butler, almost definitely educational historians? During Labour's years of implementing the Act he played little part in education except as elder statesman. Naturally, he tried to boost the image of the secondary moderns then being established and described them as "the most interesting and distinguished feature of the 1944 Act". I asked at the time if *The TES* why, if they were so wonderful, his friends never seemed to send their children to them.

When the Tories came back, Rab was Chancellor and played a major part in exacting, through Florence Horsburgh, the Minister, cuts which reduced the educational world (not least Sir William Alexander) to fury. Cabinet papers for 1953 show that he produced a list of "savings" from the education budget that included charging fees in state schools, raising the starting age to six and lowering the leaving age back to 14. These suggestions were too much even for Miss Horsburgh, and Butler did not press his case to the end. But he did not desert his educational reasons though his political opposition?

So what price Butler's reputation? It is not just a little tarnished? Max Morris is former president of the National Union of Teachers.

Role-playing governors face thorny issues

An exercise designed to train parents and others in school government is being marketed by Cambridgeshire County Council.

It tackles a dozen thorny issues likely to confront governors of primary schools and is based on a meeting of 10 governors at a fictitious school called "Pegworth".

During their meeting, the governors have to deal with the threat of closure, a burglary, the ethics of fund-raising, sex education and sexism in the curriculum, the case of a 10-year-old who has tinned her hair and a parent's complaint against a teacher.

The exercise was devised by Rex Wofford, a lecturer at Cambridge University's Faculty of Education, who uses simulations and games as educational techniques. For the past year, Cambridgeshire has used his exercise to train school governors; a 30-page package is also for sale.

Rex Wofford says that the purpose of the exercise is to bridge the gap between reality and practice. "It asks participants to put themselves in the shoes of the governors of Pegworth primary school and to face a set of common problems such as any governing body might face."

He explains: "It is better that prospective and inexperienced governors should make errors in handling issues in this kind of 'practice situation' than to do so in a real-life context."

He suggests that as well as being an element in training courses, the exercise can be used as a one-off activity for a single governing body whose members want to train themselves by discussing issues which are not specifically those of their own school.

The package contains detailed "role information" for each of Pegworth's governors including the head, chairman of governors, parish and county

Sarah Bayliss on a game that poses problems

councillors, parent, teacher and local authority representatives.

One of the most tricky issues for "Jan Rawson", a county councillor, is that he, or she, knows about confidential discussions at the shire hall which suggest Pegworth may be closed.

A follow-up document to be used by those running the simulation asks: "Should he put his duty as a governor before his councillor's duty and tell the governors what he knows - in advance of any official notification? Should he support the decision of the governors if they decide to fight the closure?"

The parent governor, "Evelyn Davis", has a different problem; he or she (most roles can be played by either sex) has received a letter from another parent complaining that her son's teacher alternates between physically punishing and cuddling him. The letter specifically asks that the matter be raised at the governors' meeting. But the exercise asks: "Should the parent governor do so? How relevant is the presence of the teacher governor?"

Most governors feel that the issue should be raised with the head first. The representative from the parish is "Hilary Martin", a single parent with a daughter at the school. Her role notes say she jumped at the chance to be a governor because she wants to influence school policies, some of which in her view "derive from the Stone Age".

There is no formal sex education, for example; boys play football and girls play netball. She particularly wants the school to open earlier and close later in the day to help working parents like herself. She also considers that the school has overreacted to her daughter

tinting her hair "for a joke".

The description of "Jess Baxendell", a local farmer, says he was made a governor by the local authority in the hey-day of the old head who did a good job concentrating on the basics. Baxendell voted for the new head "James Watson" because at the interview he agreed to carry on the old traditions.

The chairman of governors, "Chris Dann", has got a tough job. The exercise advises him: "You know it's your job to keep discussion flowing, avoid issues which are not the province of the governors and yet provide the conditions in which all can feel free to speak."

Mr Tom Hinds, an assistant education officer, said a similar exercise was already being devised for secondary school governors and it was hoped that through the sale of the "Pegworth" the county could afford to initiate more ideas. "We are firmly committed to providing some training for governors, but it costs money."

Copies of "Pegworth" have been sent on a "sale or return" basis to all chief education officers, and Mr John Horrell, Cambridgeshire's chairman of education, has sent a personal copy to Sir Keith Joseph, the Education Secretary.

The Government's Green Paper on extending the rights of parent governors says governors should be trained by local authorities and it estimates this would cost £2m in a full year. However, it says this should be met from local authorities' existing resources.

Pegworth - a simulation of the meeting of a primary school governing body is available from Mrs B R Smith, Education Department, Shire Hall, Castle Hill, Cambridge CB3 0AP. Price £10 including postage.



A working holiday: Harriet Harman MP for Peckham and Labour's social services spokesman with her son Harry, aged 18 months, on a visit to local play schemes in south east London this week.

While there she highlighted the need for a big expansion in schemes during the school holidays and attacked the Government's "upside-down sense of priorities" which meant councils were having to cut back on provision. As well as looking after children, the best councils were offering sports and

activities which couldn't be fitted into the school term.

Most parents worked and most women worked - the economy would grind to a halt if they didn't. Britain was Europe's poor relation in not recognising society's need for a comprehensive range of play schemes.

"Caring, responsible parents want to go to work knowing that their children will really enjoy the holidays and won't end up in hospital or the juvenile court."

NEWS

Paul Flather talks to the man who has been asked to settle the teachers' pay dispute

Another daunting conundrum for the puzzle-solver

An attentive ear, a courteous manner, no preconceptions, and an ability to solve puzzles are among the personal qualities Professor Eric Armstrong hopes to bring to his new task - trying to solve the teachers' pay dispute.

Professor Armstrong, emeritus professor of industrial relations at the Manchester Business School, has been appointed chairman of the arbitration panel which meets on August 20. He will be joined by Mr John Hughes, principal of Ruskin College, Oxford, the unions' nominee; and Mr Bob Ramrose, a former industrial relations director at Ford, the employers' nominee.

His task will be to weigh the merits of the unions' claim for a "substantial" rise against the last offer of 4.5 per cent which, according to Sir Keith Joseph, Education Secretary, is already more than the local authorities can afford.

Professor Armstrong, described by colleagues as very amiable and fair-minded, will no doubt have to draw on all his 10 years' experience of mediating and arbitrating for the Advisory, Conciliation and Arbitration Service. He is a deputy chairman of the Central Arbitration Committee which interprets labour law, and chaired the panel into the 1982 local government white-collar dispute.

Every case, he says, is different, and has to be assessed according to the way the two parties read the situation. "We are there to help the parties solve a problem which they share, not to pass judgments. There is no right or wrong, just a question of finding the best way forward."

Professor Armstrong, who is 61, gained industrial experience with Cadbury's in the early 1950s, and joined



Professor Armstrong

Birmingham College of Technology (now Aston University) in 1956 as a lecturer, before moving to Manchester Business School as senior lecturer in 1967, later becoming A/R Robens professor of industrial relations until he retired in 1982.

He has written a number of books on the subject, including *Sirait-Jacket or Framework*, on the now defunct 1971 Industrial Relations Act, published a major study into industrial relations in the footwear industry, and next year will publish an analysis of the discreet advisory work done by ACAS away from the big set-piece confrontations, to be called *Improving Industrial Relations*.

As Professor Armstrong waits for the submissions from each side to arrive he knows full well he has a tough job. Even his appointment, approved by both sides, only came after a protracted row in which previous nominees were rejected.

He hopes to begin work in earnest around the end of the month, but he has no idea how long the arbitration will take.

Mother may take caning case to Lords

by Richard Garner

The House of Lords may be asked to rule in the case of a mother whose two sons may be taken into care after she refused to allow them to receive corporal punishment at a local comprehensive school.

Magistrates at Pontypridd, south Wales, recently fined Mrs Janice Jarman, £20 for failing to ensure that Christopher, 14, and Stephen, 15, attended school regularly.

The court also directed Mid-Glamorgan County Council to apply to the juvenile court for a care order in respect of the boys.

Now Mrs Jarman, 32, is appealing over the decision and will take the case to the Lords if necessary. Her legal advisers believe the care order may not be sought until the appeals procedure has been exhausted.

In addition, she is seeking leave for a judicial review of the way the Labour-controlled county council handled the case of her children.

The case began when Christopher was caned for failing to turn up for detention at Y Pant comprehensive in

Talbot Green, Mid-Glamorgan. Mrs Jarman then wrote to the school objecting to her children being subjected to any form of physical punishment and asked for them to be exempted from the cane.

Both the county council and the school's governors supported the head who told Mrs Jarman her children must be subject to the school's normal disciplinary procedures of the school.

Mid-Glamorgan, which brought the action against Mrs Jarman under section 39 of the 1944 Education Act, offered her sons places at another school two miles from her home. Y Pant is 100 yards away from her home.

Mr Tom Scott, of STOPP, the anti-caning pressure group which is supporting Mrs Jarman, said the case was "scandalous". It could never have been brought if the Government had moved more swiftly to comply with the European Court of Human Rights' decision that parental objections to the use of corporal punishment on their children should be respected.

Voluntary colleges council

by Biddy Passmore

England's 21 voluntary colleges are to have their own consultative council to advise the Government on their planning and funding.

The 13-member council will be chaired by Dr David Harrison, vice-chancellor-designate of Exeter University.

The new council will also advise the National Advisory Body (NAB), which has its long-term future confirmed by Sir Keith Joseph, the Educa-

tion Secretary, in the Commons last week.

Sir Keith said that, when the NAB is set up in a permanent form next February, its formal remit would be extended to cover the voluntary colleges and its name would become the National Advisory Body for Public Sector Higher Education.

Membership of the reconstituted NAB board will be expanded to bring in two extra members.

OU drops expulsion for exam failures

Open University students who fail annual examinations no longer face expulsion, for the present. The university authorities have found that the regulations are cumbersome and expensive and that some students had attempted to do them.

moved from the student register of 65,000 for failing the annual examination for the fourth year running. In fact, some had failed every year since the university opened in 1971, Mr David Grangeon, pro vice-chancellor for teaching and learning, revealed last January.

But the early warnings gave some

students time to deregister and reapply for the following year.

Some OU staff have argued that the university must act against such students to retain its credibility. This year's grant of £60m means a reduction in staff of 1,000 and a 10 per cent cut in the number of students.

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Richard Garner concludes his reports on the PAT conference in Edinburgh

No aid to the lower paid

A move to take more account of the needs of lower paid teachers in future salary negotiations for the profession was rejected by the conference.

Mrs Celia Hicks, from Berkshire, proposing the motion, said young teachers entering the profession faced three problems: the stress of acting as social workers; Government pressure on them to succeed and be assessed; coming in with a degree and earning £5,000 a year.

"They could be typists - they value them more," she added. A deputy head of a small school in her area earned £6,477 a year - making it difficult to raise a mortgage for a small terrace house.

"Our work even mitigates against pregnancy, for both partners are too tired," she added.

She said that the 6 per cent increase for teachers two years ago gave Scale 1 teachers a minimum of £279 a year extra and a senior teacher £507 extra - yet the price of beer for both of them was the same.

But Mr Kieran Salter, from the union's national council - who described himself as "one of the poorer teachers" on Scale 1 with a wife, mortgage, 17-month-old child and another baby on the way - said such a move would put teachers off applying for posts of responsibility because the differentials would be too low.

Comprehensives get the nod... 30 years on

A motion calling on the conference to declare its support for comprehensive education was endorsed after the most heated debate of the week.

The motion proposed by Mr Noel Henderson, a past chairman of PAT, was eventually agreed by 107 votes to 75 with 19 people abstaining. This was the first time in the 30 years since comprehensives were pioneered that the association has openly backed the system.

Attempts to get the conference to move to the next motion without discussion were ruled out of order by the chairman, Mr Julian Bell, as was an amendment deleting the word "comprehensive" from the motion.

In moving the motion, Mr Henderson from Cleveland, said: "PAT is an allegedly right-wing organization although I don't know how that opinion can be maintained. Let us show that a right-wing organization is not so reactionary."

Comprehensive education was under attack "day in, day out, week in, week out" from the media and the Government and it was time PAT rose to its support.

Mr Gordon Needham, from Langdon comprehensive in Newham, opposing the motion, said he came from a "trendy left-wing area where comprehensive education is seen as the



Noel Henderson

answer to all ills". "Colleagues see that it doesn't work in all areas," he added. "It doesn't work in my area."

Mr Bryan Round, PAT honorary secretary and head of Halyard High School, Luton, said comprehensive education was "no longer an experiment in social engineering supported by some socialist local education authorities."

A rejection of the motion would show that PAT was "resentful of the present system" which would be seized upon by its enemies.



Gordon Needham

After the motion was carried, Mr Henderson said: "It is the first time that PAT has made a positive statement supporting comprehensive education."

Mr Peter Dawson, general secretary of PAT, added it would be discussed at the new national council's first autumn meeting.

"If national council went against it, they would go against the wishes of the majority of members. We have to accept reality and I think the vote this morning was a vote for reality."

Assessment is backed

The conference voted in favour of the regular assessment of teachers despite warning against the move.

Mr Martin Russell, from Warwickshire, told the assembly: "If you vote against it, it could be said you've got something to hide - but if you vote for it you could unleash a witch-hunt."

He said regular assessment would be very divisive.

Plans for assessment have been tabled by the local education authorities for discussion in the restructuring talks currently going on for the profession.

Sir Keith Joseph, the Education Secretary, had made it clear he wanted a water-tight agreement on assessment before recommending any package agreed during the talks.

Opening up horizons

Teachers often have too little experience to be able to tell their pupils about the world around them, Mr Julian Bell, incoming chairman, told the conference.

In his opening address, he said: "Most of us are in the school, college, school mould. We have, in previous years, debated the subject of allowing teachers to work for a year elsewhere before taking up a post in school or college. Now is the time to do that, to send teachers with limited horizons outside for further training."

Gifted have special needs

Exceptionally able children should be treated as pupils with special needs under the terms of the 1981 Education Act, the conference decided.

Mrs Joy Snow, from Leagrave Infants' School, Bedfordshire, said: "I think our economy depends upon a highly-intelligent nucleus of people."

She added that often there seemed to be "something dirty about being clever", concluding: "I think we should give them special care and special attention in the same way we give the less able a lot of care and

special attention."

Mrs Sue MacCaffrey, from Essex, seconding the motion, said that leaving them to do a lot of work in isolation often led to them feeling they were different so that they hid their talents.

She added: "They need opportunities to meet others of similar abilities and this can only happen if provision for such opportunities is made."

Mrs Eleanor Williams, from Thurrock and Basildon, said that the exceptionally able should be classed as children with "learning difficulties".

Exam boards 'should vet books'

Examination boards should vet set textbooks and re-examine those with vulgar explicit language, the conference decided.

It said that such books were "not conducive to good education".

Miss Caroline Wigmore, from Meriton gave the example of one O level book set as a sample of Trinidadian literature which "contains the frequent use of slang and extremely vulgar words and could give the impression that this was the norm in Trinidad and could, therefore, cause considerable offence through the generalization of Trinidadian life."

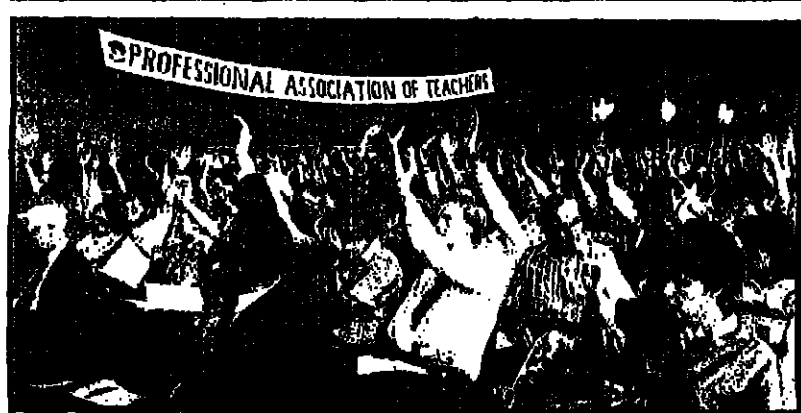
Another A level book contained "sexually explicit passages which were of little or no significance to the story and was littered with unsuitable words", she added.

Separate peace studies deplored

A move to deplore the introduction of peace studies as a separate subject in the school curriculum was endorsed by the conference.

Mr David Walker, PAT's honorary treasurer, spoke for the motion: "Of those teachers who most vigorously advocate peace studies in schools, how many of them by their example in the last term displayed the attitude necessary to resolve conflict peacefully?"

Mrs Colin Hicks, head of Bucklebury Church of England Primary School in Berkshire, proposing the motion, said: "As a separate subject within the curriculum instead of allowing peace of critical thought to develop, peace studies could be a manipulative tool on the sensitive consciences of the young."



Delegates voting at the end of one of the Edinburgh debates

Governors proposal rejected

The conference voted to reject Government moves to insist that school governing bodies should have a majority of parent representatives.

Mrs Elizabeth Arnold, head of Grove Infants' School in Portland, Dorset, proposing, said parents who became school governors were "either the articulate middle class with an intent to promote self-interest or the politically-motivated parents whose opinions were regulated by extremes".

The Government move outlined in the Green Paper *Parental Influence in Schools* was rejected with only one of the 200 members present, voting against the motion. Eight abstained.

Nursery cash appeal

Children should be allowed to leave school a year early so that the cash saved on their education could be ploughed into nursery education, Mr Peter Dawson, general secretary of PAT, said.

Mr Dawson, speaking at a press briefing said he was in favour of a more flexible leaving age - instead of the present rule that all pupils must stay on until they have reached the age of 16.

"If it is obvious before a pupil reaches the age of 16 that a youngster has got as much as possible out of the education system, then - provided the parents agree, provided the teachers agree and the local education authority agrees - they should be allowed to leave school providing there is something for them to go to," he added.

He estimated that about 10 per cent of pupils in their last year of school

could benefit from such flexibility - although he acknowledged that it might be difficult to fulfil the proviso that there must be "something worthwhile" for them to do at a time of rising unemployment.

In his conference speech, Mr Dawson said: "It is my considered personal opinion that one of the most powerful influences upon what you can write about a youngster who is about to leave the education system is what you provide at the starting point."

"I have a strong suspicion that, if more resources and attention were concentrated at the nursery end of education, we would not need to pour so much energy and so many resources into devising special courses for bored and disenchanted 15-year-olds. Indeed, we could let them leave school with nothing lost."

Today's 'illiterate zombies' face short, sharp future shock

by Biddy Passmore

The child of the future will be educated partly by intelligent machines and partly by "human teachers" in small schools of between 20 and 30 pupils.

The schools, which will effectively be controlled by parents, will normally be specialized, with a core curriculum of basic subjects supplemented by expertise in such things as music or computing.

That is the picture of education in the year 2020 conjured up at a Merisa seminar last week by Dr Mauden Pire, president of the free-market Adam Smith Institute. But his vision of the future was prefaced by a sweeping denunciation of the present.

Our present educational system was geared to the mass society which was already passing away, Dr Pire said. Despite having children under its control for seven hours a day over a period of at least 11 years, it succeeded in turning out "large numbers of illiterate zombies fit for no more than acts of violence on football terraces".

"Fortunately," he continued, "the mass-produced comprehensive education is as doomed as the giant factories and the large scale bureaucratic provision of services. The new information technology helps to make possible an education geared to the individual needs of each child. Not only schools will change, Dr Pire's child of

2020 would return from its small school (which it would attend part-time) to a pretty odd family. Father, in his mid-60s, might be a coal-miner with a PhD in biochemistry from an electronic university. Mother might be in her early 60s having decided to postpone having children until she had reached the top in her career in her late 40s. She has just told the cooker to serve the meal. There might be a son just turned 14 who has been sexually mature for several years and has already had his sperm deposited in deep freeze, and who is taking a degree in marine biology. And a daughter aged 13 (with some ova in deep freeze) who has been earning money by writing adver-

ture stories for use in interactive educational programmes and is doing well in a national competition (first prize, four days on board Station 4 in Earth orbit).

She is about to complete the last group of her national standards examinations (no problems anticipated) and intends to go on to fund her study planology. She quite likes children but does not intend to have any for another half-century or so.

Dr Pire stressed that this family would not be typical - because there would be no typical families. "The combinations of different households are so diverse that no particular domestic grouping can be called representative," he said.

Atlantic College, the international sixth form college perched precariously on the South Wales cliffs, is finding that its financial base is equally precarious.

The college was founded by Lord Mountbatten to further world peace and understanding, but now its principles are threatened by lack of funds, according to the head, Mr Andrew Stuart.

Unless more money can be found, the college will have to start taking students not on merit, but because their parents can afford the fees, he said. "There are any number of people who want to come here, but we do not want to become one of those international schools full of the sons of oil sheiks. We choose our students on merit, not background."

Worldwide inflation, government spending cuts and deteriorating exchange rates have all hit the college's unique method of funding students for its two-year course for the college and funded by a network of volunteer national committees. A committee selecting four students from 200 applicants would now need to raise about £50,000 a year to cover administration and scholarship costs. Mr Stuart estimated. In some countries deteriorating exchange rates made these figures "astronomical".

Nigeria, South Africa, Indonesia and Malaysia had "temporarily" been stopped sending students to the college, he said. Fewer than half the usual number of students were expected from the United States this year, and the numbers from West Germany and Japan were also down. British students were affected by reductions in local education authority grants.

A further threat to the college is the winding up of an EEC scheme to give scholarships to students from the third world. This scheme has funded about eight students a year over the past 10 years at Atlantic College.

The college is funded by money from the Mountbatten Memorial Trust, from individual and corporate donations, and from parental contributions.

"Unfortunately we do have something of a glossy image. People think we are an elitist, milk-jinned institution, so they tend to say 'Well, they're OK'," Mr Stuart said. "The truth of the matter is that we are part of the general attempt to create a better world which depends on practical aid."

The college was trying to raise funds from its friends and supporters, he said. It also hoped to benefit from a central endowment fund being planned by the international board of the United World Colleges. The other five colleges in the group were funded on a different basis from Atlantic College.

Mr Stuart said, and Atlantic College was likely to benefit most at first from such a move.

In an article in the current issue of *Atlantic College News*, he writes that the cost of establishing Atlantic College on a permanent basis would be less than one jet fighter. "And there is no doubt which of the two has a greater impact on international relations."

Biddy Passmore looks at international statistics for spending on higher education

Britain comes top with student support

How countries compare in higher education

	Total enrolments (000s) 1980	New entrant participation rate (%) 1981-82	Qualifications per relevant age group (%) 1978	Current expenditure 1980			Student support 1979	
				All HE	Degree level	As % of all current spending on public sector ed	Type	Grant per student
France	1,077	34.0	19	5 ¹	18 ²	0.7 ³	Loan & grant	187
Germany	1,223	18.6	22	9	16	0.6	Loan & grant	207
Italy	1,118	25.1	11	9	9	0.4	Grant only	37
Japan	2,412 ⁴	35.8	38	25	12 ⁵	0.6 ⁷	Loan only	—
Netherlands	376	26.7	21	2	28	2.0	Loan & grant	180
United Kingdom	868	31.4 ⁶	41	22	14	1.2	Grant only	105 ⁸
USA	12,087 ¹	61.7	21	22	38	2.2	Loan & grant	92

1 Includes enrolments at private colleges estimated at 1.8m in Japan and 2.2m in the USA.

2 Rate relates all new entrants (regardless of age) to derived year group based on peak years of entry.

3 Includes part-time entrants "to aid comparison with other European countries".

4 Age range of new entrants extended by typical duration of study.

5 Data for 1979 which exclude intermediate qualifications at universities.

6 Covers only spending by universities and the education ministry.

7 Excludes subsidies to private colleges.

8 Based on full-time home students.

The DES reckons, our figure would be nearer 40 per cent.

The US also has the highest proportion (41 per cent) of the relevant age group getting some kind of higher

education qualification, closely followed by Japan with 38 per cent. Japan, however, has the highest proportion reaching degree standard. Three-quarters of Japan's students

are in private colleges so its public spending on higher education appears low: only 0.5 per cent of GNP. The US, where less than a quarter of students are in the private sector,

spends twice as much as any of the other six countries (2.2 per cent of GNP). It is followed by the Netherlands and then the UK, which spends 1.2 per cent of GNP.

Britain, however, is one of only two countries (Italy is the other) to operate a system of grants only; most of the rest operate a mixed system of grants and loans, while in Japan the system is based entirely on loans.

In 1979, the UK spent on support per student six times as much as France, 28 times as much as Italy, five times as much as West Germany and 11 times as much as the United States.

If spending on student support is excluded, British spending on higher education falls to 0.9 per cent of GNP.

Participation by women in higher education is relatively low in the UK in terms of overall enrolments, but at about the middle of the range for first degree and postgraduate courses.

"International Statistical Comparisons in Higher Education", DES statistical bulletin 9/84, available from the Department's statistics branch, Elizabeth House, York Road, London SE1 7PH.

Cities back standard wage for pupils staying on

The Association of Metropolitan Authorities has called on the Government to end confusion over education maintenance allowances by paying a standard "educational wage" to young people at 16.

In its evidence to the Government's Social Security Review, the AMA attacks current provision of benefits to children and young people.

The association - representing 16.5 in Britain's biggest urban areas - claims the system is so bad that many young people are put off from continuing their education at 16-plus.

Current support for the over-16s who wish to continue their education includes child benefit, discretionary awards, YTS allowances and supplementary benefit under the 21-hour

rule, the AMA points out. Education maintenance allowances (EMAs), provided for over-16s by most authorities, further complicated this support. But an AMA survey last year showed huge differences between local authorities.

The association calls for standard EMAs across the country, converted into an "educational wage".

The scheme would link with other forms of support, within an agreed scheme for young people at 16-plus at school or in colleges FE taking non-advanced courses.

The AMA states it has "long been concerned that current arrangements for student support are in fact such as to deter young people from continuing in education at 16-plus".

Education awards, it says, are "confusing and inconsistent". This leads to "a combination of hardship and administrative confusion which sometimes borders on the absurd."

The AMA also calls for the Government to look again at the "21-hour" rule which disqualifies young people from claiming supplementary benefit if they study for more than a set time each week.

The rule is designed to prevent full-time students from adding to their grants with supplementary benefit. But the association says it is concerned about the "limiting effects" the rule has on young people's educational opportunities.

The regulations by which there is a qualifying period for the 21-hour rule

seriously disadvantage summer leavers, who may have to wait up to 15 months before they can enrol for a September FE course, the association says.

The qualifying period also leads to a lack of continuity between courses followed in the qualifying period and during the 21-hour period.

Among other points, the AMA urges the Government to reconsider its policy towards Easter school leavers. Under present regulations they are not allowed to claim supplementary benefit until September.

The AMA's evidence also draws attention to the fact that young people are liable to have their benefits withdrawn if they go abroad on an educational visit.

Part-time study aid call

Lower fees and more grants for part-time students are among the main recommendations of the report on continuing education by a working group of the National Advisory Body.

The report calls for a "positive and sensitive attitude" on the part of institutions, local authorities and Government towards mature students - those starting first degrees and sub-degrees courses when they are over 21 or postgraduate courses when they are over 25.

More resources, applied in the right places, can be "the most effective lubricant for oiling the wheels of change," it says. The Department of Education should take an urgent look at financial support for mature students on full-time courses, approve a 25 per cent increase in the resources for part-time provision, and cut fees.

Lecturers condemn proposed change to tenure as threat to freedom

University lecturers have condemned the Government's decision, announced last week, to limit by law the "job for life" tenure they have traditionally enjoyed.

Miss Diana Warwick, general secretary of the Association of University Teachers, said she could not see how academic freedom could be ensured without tenure. "Individuals who do not toe the line will be vulnerable to outside interference," she said, "and lecturers could be sacked for holding unpopular views."

But Sir Keith Joseph, the Education Secretary, emphasized in a letter to vice-chancellors three months ago that he did not want the change to create any threat to academic freedom. The

procedures necessary to achieve that aim, welcomed by the vice-chancellors, will be high on the list of issues they will discuss with him in the autumn.

Sir Keith's plan is to use legislation to set up commissioners with the power to change each university's statutes so that it can terminate academics' appointments "for reasons of redundancy or financial exigency".

Once they had done the job, the Act would disappear from the statute book while the statutes would continue.

The universities consider that preferable to establishing a body of general law for them which, they feel, would carry the danger of central control and loss of academic freedom.

Another point the commissioners could be empowered to insert into university statutes would be the dismissal of staff who had failed to perform their duties satisfactorily. This ground for sacking academics was suggested by the vice-chancellors themselves in a discussion document two years ago and Sir Keith is anxious to revive discussion of it.

Also on the agenda for meetings this autumn - although it may not be included in the legislation - is a change in the probationary arrangements for academics. The vice-chancellors suggested that new entrants to the profession should be given "unestablished appointments" for a fixed period of up to eight years, after which they would be eligible for an established post.

Cliff-top college losing grip on financial base

by Hilary Wilce

Atlantic College, the international sixth form college perched precariously on the South Wales cliffs, is finding that its financial base is equally precarious.

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Bobby Robson... future hopes

Schools FA to boycott 'star' training scheme

by Bert Lodge

The English Schools Football Association is to boycott the official opening of the FA's national school for boy superstars.

Nor will any of the 25 fourteen-year-olds already selected for the school qualify automatically for the England under-15 side, Mr Don Palmer, a former chairman of the association, said this week. "And they will certainly not be eligible to play for the day school team are to attend, nor the county side, for the simple reason that we have not recognized the FA's school," he added.

The school, which is to be opened on September 4, will be based at the Sports Council's National Sports Centre at Lilleshall, Shropshire. The first intake of boys will spend two years at the school and will be joined by a further 15 next year and the year after.

Then the experiment will be reviewed. During their years at Lilleshall the boys will be bussed to Ipsal School, a comprehensive eight miles away, for their academic lessons. One afternoon a week will be devoted to coaching at Lilleshall.

The school is the brainchild of the England team manager, Mr Bobby Robson, who hopes it will produce a World Cup winning team of the future.

Representatives of the main teacher unions will meet in September to produce a joint statement on the school. The National Association of Head Teachers has already met ESFA officials and pledged support in their opposition to the scheme, particularly its "guinea pig" nature.

Although no schoolboy can sign associated forms for a professional club without the consent of his headteacher, the NAHT has heard of 13-year-olds being nominated for the national school by talent scouts and weekend league secretaries without the head's knowledge.

NAFE: Fresh claims of subversion and bid to strengthen 'alternative report'. Mike Durham reports

MSC approaches branded as new move to break unity

City council chiefs urge l.e.a.s to help review

Local education authorities have accused Manpower Services Commission officials of trying to "subvert" the united l.e.a. front against the Government's White Paper *Training For Jobs*, following approaches to individual chief education officers.

CEOs in a number of London boroughs and shire counties have been contacted by MSC regional managers, ostensibly for "question-and-answer" sessions on the Government plan that the MSC should control one quarter of funds for non-advanced work-related further education. At present this money is allocated by local education authorities.

But Mrs Nicole Harrison, chairman of the Association of Metropolitan Authorities' education committee, has written to CEOs warning them not to handle invitations for informal discussions with MSC officials "as carefully as possible".

A number of shire counties belonging to the Association of County Councils have also been advised not to become involved in anything that could be taken as local "negotiations" on the issue.

Both local authority associations are worried that such discussions could be construed as a breach of the joint

agreement not to enter talks over the White Paper.

Two weeks ago at the Council of Local Education Authorities conference the l.e.a.s pledged to continue their unified opposition to the Government's proposals.

The authorities which have been approached by MSC officials include a number of the outer London l.e.a.s and Kent, Essex, Lincolnshire, Humberside, Buckinghamshire, Hertfordshire and Hampshire.

So far it is understood that no authority has taken up the offer of local discussions on *Training For Jobs*.

At its meeting on July 26, the MSC agreed to authorize the Commission's managers to seek interviews with chief education officers to tell them their "indicative allocations" of cash for 1985-86 if they collaborate in the Government-inspired programme.

The local authority associations understood that the MSC commissioners also intended the meetings to serve as "question-and-answer" sessions at which MSC officials would pass on relevant information to the CEOs.

But in her letter to AMA members Mrs Harrison writes: "That is not how things have turned out." She adds: "The contacts have been cagey - to put it politely - about the purpose of the

meetings." She accuses MSC officials of "going well beyond what the Commission agreed."

The AMA declined to name the urban l.e.a.s which had already received invitations for talks from MSC managers, or how many - if any - had accepted.

Mr Gordon Cunningham, the Association of County Councils' education secretary, is not giving any specific advice to l.e.a.s on the issue.

He said: "A number of l.e.a.s have phoned me to say they have been approached. Half are saying it's a difficult issue and the other half are saying that if the MSC want to come, they will listen. We don't feel we need to give them any advice."

A spokesman for the MSC claimed that Mrs Harrison's allegations were untrue. The spokesman said: "Our chairman actually said that regional directors of the MSC would be instructed to inform l.e.a.s of the provisional allocations which might be available to them."

"They were not asked to enter into negotiations. The chairman went out of his way to make it clear that they were not to use this occasion for broader negotiations or use it as a platform."

The Association of Metropolitan Authorities has called on l.e.a. officers to help with its "alternative report" on work-related non-advanced further education.

The association was committed at the CLEA conference last month to work on its own review on NAFE in answer to the Government White Paper *Training For Jobs*.

But so far there is no indication whether the AMA will be joined in the exercise by the Conservative-controlled Association of County Councils, or what shape the "alternative report" will take.

The proposal to Government departments, including the DES and the Department of Employment, to join in the exercise is still on the table. In the letter to local authority chairmen Mrs Nicole Harrison, AMA education committee chairman, appeals to l.e.a. officers to help produce the report in the autumn.

She says: "I'm not at this stage asking for firm commitments or even definite periods of time, but I am concerned that, if the AMA is to go ahead with a quick and businesslike review... we shall need to call upon the resources of our member l.e.a.s."

Mr Bob Morris, AMA education officer, states in an accompanying letter to CEOs that the idea is to involve education officers with



Tom King... pre-empt initiative appropriate expertise "to work up a really professional report."

He adds: "We will be following up my chairman's request as soon as we have had discussion with the ACC and once the AMA education committee has decided the precise format of the response."

"One essential aim, though, is quite clear: to produce a sound and well-thought-out document to contrast with the limited amount of work which MSC has been able to achieve."

Mr Morris later told the *Times*: "We know the shape of what we will do. Now we are exploring the ways in which it could be done."

The AMA has already written to the ACC asking for their cooperation in the "alternative report", implied in the joint agreement on the response to the Government's White Paper at the CLEA conference.

Mr Gordon Cunningham, ACC education secretary, said the AMA's proposals would be put to the ACC education committee in September.

"I have heard from the AMA and will put it to members in September and see what they say. I personally have reservations about doing a review if the White Paper is going to be implemented at the same time," he said.

"It all depends on what sort of review we were doing. At the moment it's jumping a lot of fences."

Fears are growing that Mr Tom King, Employment Secretary, might pre-empt the initiative by instructing the MSC to implement the White Paper.

Mr Morris said he feared that a move by Mr King might be imminent. But it would not prevent the AMA from carrying out its independent report.

'Worth gaun a mile tae see'

Willis Pickard previews the Edinburgh Festival

The thirty-eighth Edinburgh Festival will be the first under the direction of Frank Dunlop and the first since the city passed into the hands of a Labour administration. There is a fortuitous but fortunate link between these two facts.

The Labour council when it took office after the district elections in May made clear that the Festival would have to cast off its elite image if it was going to continue to be financed by the city, its principal backer. But Mr Dunlop had made clear last year, as soon as he took over the directorship from John Drummond, that popularizing the Festival - like popularizing theatre, his previous interest - would be uppermost in his mind.

True, a glance at the Festival programme would not indicate evidence of either the council's or Mr Dunlop's preoccupation. In the first case Labour has not had time to make its presence felt over a programme largely devised months ago. And Mr Dunlop does not confuse popularizing with reducing standards.

He is bringing exponents of Chinese kite art, who will help people to make their own kites. There will be hot air balloons to celebrate the two-hundredth anniversary of the first manned flight in Britain. And as in recent years there will be fireworks in Princes Street Gardens to accompany Handel's fireworks music.

But Mr Dunlop would probably rather point to the principal Festival exhibition as evidence of an event that should attract those who might shy away from the morning chamber-music recitals in the Queen's Hall.

The Royal Scottish Museum will be housing treasures from the Smithsonian Institution in Washington, often described as the "attic of America". The treasures will range from paintings to a moon buggy and will be seen only in Edinburgh.

Mr Dunlop's background is in theatre, traditionally the weakest part of the Festival programme. He seeks to remedy that by bringing the Berliner Ensemble with Brecht's *Galileo*, *Galliel* and with *Scenes from Faust*. There is a Samuel Beckett season, the Negro Ensemble Company from the United States, the Black Light Theatre of Prague and, from closer to home, a revival of the *Snare of the Three Estates*, first performed in Edinburgh in 1954, famously recreated by Tyrone Guthrie in the second year of the Festival, and a comic allegory which



Basic Space, Scotland's contemporary dance company, will perform a new work by Jane Dudley, vice-principal of the London School of Contemporary Dance. "The Strange Disease" deals with the fate of a Japanese village whose inhabitants were mysteriously poisoned.

'There are several venues, like the Assembly Rooms in George Street, where enterprising impresarios are mounting what adds up to festivals in their own right'

peets for dance are richer - Nureyev and Paris Opera Ballet with a *commedia dell'arte* programme, the Komische Opera Ballet of Berlin and, exotically, two performances by the Royal Thai Ballet.

And so to music: the Philharmonia Orchestra under Riccardo Muti will open the Festival on Sunday when the programme includes Rossini's "Stabat Mater". The Boston Symphony and the Royal Philharmonic are back in Edinburgh, but among the less familiar visitors will be the Australian Youth Orchestra, comprising players aged from 15 to 23 and hailed as one of the finest youth orchestras in the world. A series of concerts, ranging from chamber music to modern jazz, will accompany the Smithsonian exhibition.

For many visitors - and Edinburgh citizens - the Festival is more about the cornucopia of the Fringe than about the "official" events. To shun the latter in favour of hard seats in church halls would be foolish, but there is no doubt that diligent attendance at "official" events becomes expensive.

The difference between Fringe prices and "official" ones can, however, be exaggerated, as can the supposed distinction between professional and amateur. A large part of the Fringe nowadays is professional. Indeed there are several venues, like the Assembly Rooms in George Street, where enterprising impresarios are mounting what adds up to festivals in their own right.

The university groups in their obscure halls with one eye on the feared approach of the firemaster and the other searching hopefully for the Fleet Street critic are nowadays a minority although the faithful groups from Oxford, Cambridge, Bristol and elsewhere draw their local audiences year by year, especially to the late-night revues which remain a mainstay of the Fringe and the rival merits of which are keenly debated as much by middle-class Edinburgh as by the visitors.

The size of the Fringe is legendary. The programme, listing 800 items, demands exegetical scrutiny and inevitably leads to pot-luck choices ending in disillusionment or excitement at discovering for yourself an unsung talent.

It will cost £2 to find out what the Madrasa al Injiliza al Haditha of Kuwait makes of *The Taming*, turning Shakespeare's comedy into a tragedy. "Superb", said Kuwait television. The Nick People are on at Edinburgh's

main psychiatric hospital, and the Hank Wangford Band claims that "raw sincerity, white man's blues and a mournful madness lurk in the Wangford topping of country icons".

It seems, however, that the law of supply and demand is working for the Fringe if not always for Mrs Thatcher's Cabinet. There are slightly fewer items this year than last, and 1982 remains

the biggest Fringe so far. Another change is in the location of shows.

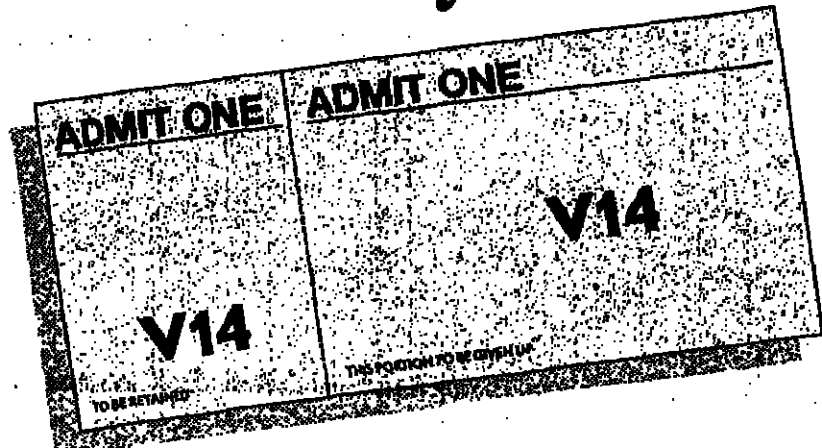
Gradually concentration on the city centre is ending. More groups are moving to suburban locations, anticipating perhaps what Frank Dunlop would like to do with some "official" events which, he feels, could be more acceptable to local people if they were taken out to the housing area. A further move to beyond the city, turning the Edinburgh Festival into one embracing other parts of Scotland, could be a future further step, at least for the Fringe.

Finally, is there any secret held by long-time Edinburgh residents of how to tackle the Festival, apart from renting out your house and going off to North Berwick for the three weeks? The answer is, yes.

To find out what is good on the Fringe, read the reviews in the daily papers, study which companies are being given the weekly batch of "Fringe First" awards, hang about the cafes and bars at the Fringe Club, Traverse Theatre, Assembly Rooms, study the Fringe programme as you might a racing paper. Avoid shows which specialize in witty entries in the programme (there is a direct relationship between jokey copywriting and thin scriptwriting) and, in the end, play your own hunches.

Make sure, too, that you avoid a false distinction between the official Festival and the Fringe. They complement each other. Indeed, the Children's Music Theatre is appearing in both. And remember, too, the other festival... of youth orchestras, jazz, film, plus endless free exhibitions which are, as the title of one claims, "worth gaun a mile tae see".

The price of your ticket only helps pay for what you see



Did you know that for most professional theatre productions, musical performances and other arts events in Scotland, box office income often covers less than half the costs that have to be met?

You pay your share, but others need to put in a significant contribution as well.

The Scottish Arts Council and local authorities around the country play an important part in this. Using a tiny proportion of taxes and rates they, together with the generous help of business sponsors and others, make up the difference.

All this not only helps to ensure that ticket prices remain reasonable, but also enables theatres, concert halls, galleries and arts centres to give enjoyment to residents and visitors, and employment to many talented and skilled individuals.

Each year, the Scottish Arts Council assists more than 1,000 arts organisations, artists, performers and promoters throughout Scotland by giving financial support, advice and encouragement.

We all have a share in the arts in Scotland.

Scottish Arts Council

NEWS

NOTICEBOARD

PEOPLE...



Patrick Hand



Anne Hennessey

SCHOOL APPOINTMENTS
Mr Patrick Hand, deputy head of Beckford primary school, north-west London, to be head of New End primary school, Hampstead.

Mrs Anne Hennessey, who has taught in schools in Leicestershire and London, to be head of Miles Coverdale primary school, west London.

Mr Paul Goulden, second master at Samuel Rhodes school, Ilkington, to be head of Manorhead School, south-east London.

Mr Tim Gillham, head of Gloucester infants' school, south London, to be head of Ivydale primary school, London SE15.

ADMINISTRATIVE APPOINTMENTS
Dr David Harrigan, vice-chancellor of the University of Keele and vice-chancellor designate of the University of Exeter, to be chairman of the Universities Central Council on Admissions (UCCA) in succession to Dr Harry Kay, vice-chancellor of Exeter, who is retiring.

Mr Nicholas Hinton, director of the National Council for Voluntary Organisations, to be Director General of the Save the Children Fund on the retirement of Mr John Cymbler in January.

CONFERENCES...

August 24-27
Joint National Conference of the National

Association for Remedial Education and the Scottish Learning Difficulties Association on "Learning Difficulties in a Changing World" at the University of Stirling. Workshops focus on classroom activities with particular reference to pupils with learning difficulties in the ordinary school. Guest speakers include Professor Kieker. Details from Robert Maxwell, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.

September 13-15
Three-day conference at Manchester Polytechnic on Women's Writing offering plenary sessions, workshops and evening entertainment. Participants include Toril Moi, Margaretta D'Arcy and Angela Carter. Details from Su Furniss, Department of English, Manchester Polytechnic, All Saints, Manchester M15 6BH.

September 14-16
Politics Association conference at the City of Liverpool College of Higher Education, Prescott, Merseyside. Speakers include Robert Dunn, MP, Keva Coombs, David Davies, Professor Peter Wallington and John Berridge. Details from J. A. Prout, vice-chairman, Politics Association, 14 Wakefield Close, Strood, Rochester, Kent ME2 2RL. Full residential fee for member £40 (non-members £50). Closing date for applications September 1.

September 15-16
National Association for Pastoral Care in Education second national study

conference at Hatfield Polytechnic on "Motivating Pupils". Key speakers are Gerry Davis, Carol Dweck and Michael Marland. Details from the NACE National Secretary, Peter Maher, Langdon School, Sussex Road, East Ham, London E6 2PS.

EVENTS...

September 3
A question and answer session for sixth-formers hoping to go to university or polytechnic in October 1985. A panel of experts will give advice on filling in UCAS forms, etc. The event, organised by Bob Finch, ICI's Schools Liaison Officer, will be held in the Methven Room, CBI, Centrepoint from 5 pm to 7.30 pm. Admission is free but by ticket only from Bob Finch, ICI Group Personnel Department, PO Box 6, Bessmer Road, Welwyn Garden City, Herts AL1 1HD.

October 26-27
An exhibition of educational software organised by the Independent Schools. Microelectronics Centre at Dulwich College, south London. The exhibition will be open to all teachers, but not to children. Details from ISMEC, Westminster College, North Hinksey, Oxford.

Corinthian Institute
Three exhibitors in the Focus on Africa programme: Nigerian Textiles until October 1, Art from Sierra Leone until August 30 and Afro-Caribbean Art in Britain until September 5. Details from the Institute, Kensington High Street, London W8 6HQ.

RECENT PUBLICATIONS...

European Community
The European Community's second action programme on the transition of young people from school to working adult life started in September, 1983. A directory of the 30 pilot projects is available from the Programme Information Office, FAP/AN, Square Ambiorix 32, B-1040 - Brussels.

Jewish Blind Society
A teacher's resource pack aimed at 5-14 year age group produced by the society includes a cassette giving examples of a talking book and everyday sounds; a poster on potential hazards for the visually handicapped; the Braille alphabet and enlarged version of the Braille alphabet; a bibliography. The pack, which will also be available for youth groups and students, is available free of charge from Jewish Blind Society, 221 Golder Green Road, London NW11.

I need a childminder
A guide to finding and employing a childminder published by the National Childminding Association. It discusses the pay, how to settle a child in, and other important considerations. The booklet is free from the NCMA, 204/206 High Street, Bromley BR1 1PP. Please enclose a stamped addressed envelope.

The National Association of Youth Orchestras presents a
FESTIVAL OF BRITISH YOUTH ORCHESTRAS
18th August - 1st September 12.30pm and 7.30pm
Central Hall, Telford
Tickets - lunchtime £1 (50p) evening £2 (£1) weekly pass £7.50 from Fringe Box Office or at door
FULL DETAILS IN FRINGE PROGRAMME (0800)

TALBOT RICE ART CENTRE
(The University Gallery)
Old College, South Bridge, Edinburgh
Celia Macdonald
I will need words - Word and Number Paintings and in the adjacent Upper Library Hall
Arthur M. Sackler
Collection of Chinese Watercolours
11th August to 15th September, 1984
Monday-Saturday 10am-5pm
Sunday 2pm-5pm
ADMISSION FREE (000)

PURVIS PUPPETS
Whyte Hall
St George's Church
Shrewsbury Place
8 August - 1 September Daily (not Sundays)
10.30 am "Pips Magic Baskets"
2.00 pm "Aladdin"
Sat. only, Extra Show 4.30 pm
Book at Fringe Office or at Theatre during day (13)

The most spectacular event of the Festival: Each year the Scottish Chamber Orchestra gives an outdoor performance of Handel's "Music for the Royal Fireworks" against the backdrop of the Castle battlements

need not deter those unfamiliar with the middle Scots in which it is written.

If theatre is strong, Mr Dunlop's weak point is in opera, usually the centrepiece of the Festival. Washington Opera is doing four performances of Menotti's *The Telephone* and *The Medium* and Scottish Opera three nights of Cavalli's *Orion*. The pros-

NEWS

Safety of bandsaw and wiring gives rise to worry

Safety standards, including a bandsaw without a safety guard which featured in a photograph in the school prospectus, worried HM Inspectors when they visited Howsham Hall Preparatory School, York.

The inspectors were also concerned about the standards of safety in dormitories, classrooms, lavatories and a chemistry laboratory.

The school, an independent prep school with 68 pupils in the 5 to 13 age range, is in a Jacobean mansion standing in 22 acres of grounds close to the River Derwent.

The inspectors pointed out that the bandsaw in the photograph in the school's prospectus had no safety guard, and was being operated by a pupil without goggles or protective clothing.

In the picture, a second pupil was standing nearby similarly unprotected and there appeared to be no adult supervision. Another photograph in the prospectus showed pupils driving a tractor.

The inspectors found that the bandsaw was still in the school on their visit, and still lacked a safety guard.

Other safety aspects throughout the school gave rise to concern, including the electrical wiring.

Light switches were in poor condition, and badly fixed to the walls in dormitories, classrooms and a private study room. Power points were loose and cables insecure.

The headmaster and his sons had promised to ensure that rewiring took place during the school holidays.

Chemical reagents in the school laboratory were not locked away.



HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeyport Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.S.S.

Previous HMI visits in 1980 and 1983 had already drawn attention to this problem, but nothing had been done.

In the boys' urinals the standard of hygiene was not satisfactory. Roller towels were a potential source of ill-health.

Fire safety also seriously worried the inspectors. The school had already been served with a notice of complaint requiring standards to be improved, but nothing had been done when the inspectors visited.

The school's standards of teaching also came in for criticism. The education of the younger children needed to be given "more searching and detailed consideration" to meet their needs and experience, the inspectors said.

The small number of girls in the school created an imbalance, especially in PE classes. Clear policy decisions needed to be taken over the welfare of girls, especially as the number might be reduced even further.

Pupils were polite, friendly and well-motivated. But the school lacked a coherent statement of its curriculum and this had an adverse effect on lesson planning and standards of work.



Support programme urged for CDT.

Stronger craft policy suggested

The nature and quality of craft, design and technology courses in Lancashire schools gives rise to concern among HM Inspectors.

The inspectors reported: "Lancashire faces many problems in this area of the school curriculum. Some are historical but there are current problems of inadequate resourcing, staff development and curriculum development."

The problems are not confined to teachers, but have implications for headteachers, post-16 college lecturers, and the I.E.S.S., the report states.

The inspectors found an urgent need for more in-service training with a clear policy. This should include training for teachers already teaching woodwork, metalwork and technical drawing.

They suggest founding a county design centre where good examples of work could be put on display to help both teachers and pupils. More CDT reference material should be housed in existing teachers' centres.

When resources allowed, a programme of support for CDT teaching should be implemented. The work could be developed through local curriculum groups, advisers, and inter-school links.

More technician assistance would be welcome and release teachers for curriculum development work. Among other points, supplies should be bought centrally, and a clear policy on pupils' sales money found.

The survey was based on 16 mixed and single sex secondary schools. Although the problems existed, some of the schools' CDT work was exemplary, the inspectors said.

More than 100 service should be put to interdisciplinary studies in Maritime Studies Diplomas offered by the Technical Education Council, the inspectors found.

"It is not good enough to relegate this work to long evening sessions in barren classrooms, as happens now in some colleges," inspectors say after visiting centres in five I.E.S.S.

The work is intended to improve understanding of differing roles on board a ship, to lay the foundations of good working relations at sea.

Courses for unemployed adults laid on by the Workers' Educational Association do much to restore the self-esteem of the recently sacked, the inspectors found. It was important that the quality of the education was the highest possible standard. Course objectives and activities needed to be made more explicit to teachers, and the needs of students and groups kept under review.

Closure threat to college

A privately-owned London tutorial college has been threatened with closure by Sir Keith Joseph, Education Secretary.

This follows a visit to the Duff-Aller Tutorial College, Old Brompton Road, Kensington by inspectors who found serious deficiencies in the premises, accommodation and instruction offered.

According to a notice of complaint requiring the proprietor to make good the deficiencies within six months, was sent to the proprietors, Lamborne Tutors Ltd, on July 4.

The college was first registered in 1970, but even after a full inspection and two years' registration has remained provisional. The inspectors found no specialist teaching rooms of any sort and a lack of equipment, display of work on teaching materials together with empty shelves reading "a bleak environment which lacks teaching styles and provides no stimulation for students."

While accommodation may be adequate for a small post-16 tutorial college it is not satisfactory for full-time pupils of secondary school age. At the time of the inspection in January this year, 54 students aged 15-19 were enrolled.

The major deficiencies of the curriculum are lack of breadth in the range offered to 15-year-olds and the narrow range of teacher-dominated subjects.

The deficiencies noted are particularly serious for pupils of compulsory school age.

On the credit side, the report includes the college is well-organised with generally well-qualified teachers and competent preparation of students for level examinations. A fair measure of success has been achieved at this level and good relationships exist between staff and students.

A spokesman for the DES said a notice of complaint, which is sent out to independent establishments, is not a disciplinary letter. If it is not complied with the Education Secretary has power to disqualify the institution from being used as a school.



M. Chevenement... Interventionist

UNICEF links up for welfare programme

China

The United Nations Children's Fund is to run a five-year joint programme with the Chinese Government to promote children's education, health and welfare.

The fund has allocated \$10m (£7.6m) to the programme, which is due to start next year and is the largest since opening an office in Peking in 1980. A priority will be to improve the prospects of child survival in China.

Compared with some other countries in Asia and Africa, perinatal mortality in China is low - between 30 and 40 per 1,000 children aged under one year in the countryside, and between 15 and 20 in the cities - thanks to intensive campaigns of disease eradication since the communist takeover in 1949. Before then, China accounted for a quarter of the world's total infant mortality.

The programme is taking place as China is enforcing drastic measures to limit its population through the restriction of one couple to a single child. It is the one-child policy itself, says UNICEF, which makes it important to increase infants' chances of survival, as Chinese parents want to ensure the health and normal development of their baby. The programme includes basic health and child care education for mothers of young children.

UNICEF is already carrying out a 10-year study of China's only children, which will end in 1992.

The programme is also introducing special educational projects to integrate the disabled into the community, and for the blind. No official figures exist, but UNICEF estimates there could be 30 million handicapped Chinese under the age of 14 receiving as yet little or no official help or support.

The programme will also endeavour to improve Chinese preschool education, which continues until children are aged six or seven years. At present, kindergartens need to widen and more frequently adjust their curriculum, and there are few educational toys and aids in China.

The quality of pre-school teacher training is also extremely low - and is the worst for China's nationalities, who comprise about 5 per cent of the population and live mainly in remote and under-developed border regions.

Under a separate programme, UNICEF is running nine projects in eight provinces, designed to improve standards of pre-school and primary teacher training and thereby remedy the consequent under-achievement of schoolchildren.

The new curriculum of 1981 laid down certain standards which students had to reach at each stage during EGB. Those who failed to pass at the end of any of the three cycles which make up EGB would have to do an

extra year in that cycle. The end of cycle assessment is the most important, but continuing observation by the teacher is also counted.

The revision of EGB was to be followed by a reform of secondary education, the *Bachillerato*, and the results of the primary survey are obviously a blow to those who have been working to reform teaching styles and teacher training in the last few years.

However, the survey comes to a different conclusion, saying that "the standards are too demanding or not adequately suited to a six or seven-year-old".

Nevertheless, the evidence remains that while 70 per cent of the children surveyed can do simple addition and subtraction, only 53 per cent fully understand what they are doing. In reading, 80 per cent can read all the words in a set text, but only 53 per cent can read at all fluently. And overall, two-thirds of the children can only complete 42 per cent of the standard tests.

There is another blow to the government, which has been trying to regulate private education and cut back on the current high level of state subsidies to private schools. The survey shows significant differences between children in private and state education. The state-educated children have far fewer books, and the survey puts this down to the lower

Jane Marshall

OVERSEAS

Cat among the pigeons?

FRANCE

"If you don't make things move in this world, then you don't deserve to be alive," said M. Jean-Pierre Chevènement on a visit to Japan last year. That was before he resigned from the super-ministry he had created on the Japanese MITI model, combining Industry, Research and Technology.

He is now Education Minister, and the fastest moving objects in the gigantic French education system tend to be the ministers themselves. M. Chevènement's predecessor, M. Alain Savary, hung on for three years before resigning last month when President François Mitterrand unceremoniously ditched the highly controversial private education Bill after only one reading in the National Assembly.

M. Chevènement resigned from his post as Industry Minister partly because he disagreed with the new austerity measures and partly because the President publicly accused him of meddling in company affairs. If he

Mary Follain looks at the background of, and prospects for, the new Education Minister

adopts the same interventionist approach to the second or third biggest enterprise in the world - France's highly centralised education system - it will come as something of a shock after the "softly, softly" tactics of M. Savary. The two men are vastly different in style and character. M. Chevènement is often authoritarian and - before his appointment as Industry Minister - was prone to outbursts of temper; whereas M. Savary has always retained Sphinx-like calm whatever the provocation and believes in persuasion rather than coercion.

Jean-Pierre Chevènement is a product of the prestigious Ecole Nationale d'Administration as are most of the country's key administrators. The son of a primary school teacher he felt out of place among the ENA elite and wrote a pamphlet criticizing the system. He has written several books on politics and, a former marxist, he is co-founder and leading light of a

radically left wing faction of the French Socialist Party. Industry Minister in 1981 at the age of 42, his Gaullist good looks were often seen in the French press and he was tipped as a likely successor to President Mitterrand until his resignation last year.

He returns to the government after a year spent caring for his constituency in the east of France and vociferously criticizing M. Mitterrand's policies. His return as part of a government closer to the centre than before is a surprise.

President Mitterrand and M. Chevènement have been close allies in the past and despite periodic clashes, M. Chevènement always bounces back. The explosive education portfolio is, however, one the President seems to reserve for his rivals rather than his friends. M. Mitterrand won the leadership of the Socialist Party from M. Savary in 1971. M. Michael Rocard, the present Agriculture Minister and the most popular male politician in

Promising start to the term

NEW ZEALAND

Terry Powers on Labour's programme for schools

Early childhood education is likely to be the priority area for New Zealand's Labour Government's Education Minister, Mr Russell Marshall.

In an election campaign where the major parties generally avoided promises which were going to be expensive to implement, an outstanding exception was Labour's undertaking to reduce class sizes in the first three years of primary schools to a maximum of 20.

Falling roles have meant declining numbers of the five-to-eight-year-olds likely to be affected, and this has led to differences of opinion about exactly how many extra teachers will be needed to implement the promise. One reasonably likely guess is 2,500.

In addition, the new government faces pressure from the New Zealand Educational Institute, the national primary teachers' union, for more attention to be given to remedial reading programmes.

Another issue to be faced early is what to do for the three-year-olds of the *Kohanga Reo*, the Maori-language nursery units for young and four-year-old Maoris. About 300 of these units were founded by the Maori Affairs Department, under the preceding government in the early 1980s, mainly in the northern half of the North Island where the Maori population is densest.

Increasing numbers of these pupils are now ready for primary school, but in these the Maori language is used little, if at all, even though a handful of primary schools were nominated as bilingual units in the period of office of the previous Education Minister, Mr Merv Wellington.

Another pre-school issue facing Mr Marshall is a long-standing demand by the Kindergarten Teachers Association (an organization which Mr Wellington publicly declared to be ill-mannered and in need of a change of leadership) for improved staffing ratios. But it will be surprising if the KTA gets its way quickly from the new government.

Mr Marshall comes to his new post with personal experience of the classroom. The 49-year-old Minister was trained as a primary teacher at Christchurch Teachers' College, and has taught both in primary and secondary schools. During this time he acquired a reputation as a radical, becoming "the Red Reverend" to his detractors. Later he went on to become a Methodist Minister.

He entered Parliament in 1972 and later became Labour Opposition spokesman on education - a post he held through the three terms of the just-defeated Muldoon Administration. Of his new post he has said: "It is true that there is not a great deal of money to be spent, but a lot can be done with consultation and a change of direction."

Mr Wellington, whose critics often attacked him for failing to consult teachers and parents, has chosen not to become Opposition education spokesman but has instead become the Shadow health minister.

The new Opposition education spokesman is Mr Robin Gray, a Scots migrant with experience of serving on the education committee of the previous Parliament.

In a cable to the Education Minister, Mr Ze'evur Hammer, in which he defined Kahane as a "racist", Histadrut teachers' union Secretary General Mr Yitzhak Wolber demanded that Mr Hammer close all schools to Rabbi Kahane.

Israeli public figures, including Knesset members, are often invited by schools to address class and school assemblies.

Mr Wolber also demanded in his telegram that courses be introduced in the schools' curriculum focusing on racism and its dangers.

Teaching pupils about Israeli-Arab relations - as is done in some school programmes - is now no longer sufficient, he said, and the problem of racism must be tackled head on.

Seminars should be organized to train teachers to think about the problem and how to teach it. He also urged that a joint ministry-teachers union committee be set up to seek other methods to combat racism.

Rabbi Kahane won 25,000 votes, mostly from the young and Sephardic (oriental Jews) in the July 23 poll, giving him and his Kach Movement one seat in the 121-seat Knesset.

Benny Morris

France, was a more recent rival in 1981 presidential elections. He is reported to have refused the post of Education Minister three times before it was offered to M. Chevènement who now takes on the almost impossible mission of reforming and modernizing the entire state system in addition to solving the problem of its relationship to the private sector.

Only two hours after his appointment in the ministerial reshuffle which had been precipitated by the resignation of his predecessor, M. Chevènement received a delegation from that great immovable force in French education, the National Education Federation - a huge left-wing teachers' union which still clings to the Socialist dream of a "unified, lay education system," despite public opposition.

The ditched Bill will have to be re-fashioned if an administrative void is to be eschewed.

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France, was a more recent rival in 1981 presidential elections. He is reported to have refused the post of Education Minister three times before it was offered to M. Chevènement who now takes on the almost impossible mission of reforming and modernizing the entire state system in addition to solving the problem of its relationship to the private sector.

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Ban urged on hardline rabbi

ISRAEL

The head of Israel's largest teachers union has called for a ban on all school visits by Rabbi Meir Kahane, the head of the ultra-nationalist Kach Movement elected to the Knesset in the July 23 General Election.

Rabbi Kahane, who immigrated to Israel from the United States 13 years ago, ran on a ticket of expelling all the Arabs from Israel, and the occupied territories of the West Bank and Gaza Strip and has promised to table a Bill in the Knesset in the coming months in which the Government will offer "compensation" to all Arab families agreeing to emigrate. Those who refuse, he has warned, will be expelled by force.

In a cable to the Education Minister, Mr Ze'evur Hammer, in which he defined Kahane as a "racist", Histadrut teachers' union Secretary General Mr Yitzhak Wolber demanded that Mr Hammer close all schools to Rabbi Kahane.

Israeli public figures, including Knesset members, are often invited by schools to address class and school assemblies.

Mr Wolber also demanded in his telegram that courses be introduced in the schools' curriculum focusing on racism and its dangers.

Teaching pupils about Israeli-Arab relations - as is done in some school programmes - is now no longer sufficient, he said, and the problem of racism must be tackled head on.

Seminars should be organized to train teachers to think about the problem and how to teach it. He also urged that a joint ministry-teachers union committee be set up to seek other methods to combat racism.

Rabbi Kahane won 25,000 votes, mostly from the young and Sephardic (oriental Jews) in the July 23 poll, giving him and his Kach Movement one seat in the 121-seat Knesset.

Benny Morris

Micros put to little use

JAPAN

Computers are still not widely used in Japanese schools despite the country's technological reputation.

Latest statistics show that only 0.1 per cent of primary schools (36) had installed microcomputers by last year. For lower secondary schools (12 to 15-year-olds) the figure is 1.8 per cent or 194 schools.

However, for upper secondaries (15 to 18-year-olds) the figure rises sharply to 46.5 per cent (2370 schools).



Many primary children still struggling

proportion who have had pre-school education, their lower socio-economic status and the generally inferior standard of school equipment. The highest achievers, though, were found in equal proportions in private and state schools. In general, girls performed better than boys in the survey.

Still, some recent surveys by the Ministry of Culture show that when it comes to reading, children perform better than their parents. One in three adult Spaniards never read books, though they may glance at papers or comics.

The figures are lower for children, though it is clear that this is because they have to refer to reference books and textbooks for homework. But 24 per cent of children do not own a book, except for school textbooks, and 92 per cent have never visited a library.

Spain

The new curriculum fails to improve primary standards

SPAIN

Sarah-Jane Evans looks at the results of a national survey

The new curriculum to improve primary school standards is not working, according to evidence from a survey by the Education Ministry of 9,000 children in 20 provinces.

The survey looked at the first two years of primary education - for six and seven-year-olds - and found that only 30 per cent could list the days of the week and months of the year, only just over half could cope with simple reading, and only 40 per cent knew how to measure objects.

The reform of primary schooling was brought in three years ago by the socialist government of the time because of serious misgivings about the existing Basic General Education (EGB) course for six to fourteen-year-olds, which had a failure rate of 30 per cent. The Education Minister, José María Maravall, has condemned these reforms as precipitate.

The new curriculum of 1981 laid down certain standards which students had to reach at each stage during EGB. Those who failed to pass at the end of any of the three cycles which make up EGB would have to do an

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London Montessori Centre

Family-run school wins commendation for goals

A private family-run school founded by its headmaster more than 30 years ago won praise from HM Inspectors.

Dunthorpe House School, Swansea, was opened in 1923 to provide a Christian-based education to pupils who failed to reach grammar school. It is still owned and run by the same headmaster.

The inspectors say the school's continuity of leadership has maintained a clear philosophy, while it has also responded to change.

Despite the limitations imposed by its buildings and resources, the school is generally realizing its aims and worked well as a community.

The arrangements for getting nearly 800 pupils daily on and off buses come in for criticism at St Richard Gwyn RC High School, Cwyr.

Buses approach the school from two different directions, meeting on a corner outside. Loading and parking

boys are not sufficient, the inspectors said.

Pupils have to cross a busy road in the face of oncoming cars with restricted view. "Only the care of the staff and the good road sense of the pupils" has prevented an accident so far, they say.

Despite some overcrowding problems and the difficulties of a wide catchment area, the inspectors praise the school for its pastoral care system and the flexibility of its curriculum.

Reports were also published on Llanberis Voluntary Primary School, Ruthin, Cwyr; Cefn Hengoed Comprehensive School, West Glamorgan; Ysgol Y Moelwyn, Blaenau Ffestiog and an environmental studies in some Mid-Glamorgan primary schools.

Copies of the reports are obtainable from: the Education Department, Welsh Office, Cathays Park, Cardiff, CF1 3NQ.

A case of few faiths

A number of schools in Dyfed, Wales are criticized by HM Inspectors for not including a variety of faiths in their religious education syllabus.

Inspectors visited 19 primary schools in the county. While they found only a small number of teachers who refused to teach the subject, only 17 had specialist qualifications in RE. Most schools had no overall policy for the subject. Few have received any help from other agencies and many are unaware of recent agreed syllabi.

"The majority of schools, despite the limitations outlined, help to build up through their religious education syllabus concepts among the children for

others less fortunate than themselves." At the same time, too many schools failed to appreciate the dangers of identifying religious education too closely with moral education.

"Few schools envisage a programme of religious education which takes into account cultures and beliefs other than Christianity." But they ought to, says the report, whether or not the school has any pupils from ethnic minorities. The Bible or books of Bible stories were the texts most commonly used.

A survey of religious education in 19 primary schools in Dyfed, Education Dept, Welsh Office, Cathays Park, Cardiff, has been published.

OVERSEAS

Computers: pressing the button too soon?

UNITED STATES

Peter David reports on concern about classroom technology

appropriate or inappropriate". While none of the eight articles in the journal is completely hostile to the notion of computers in education, a

recurring theme is that computers introduced at an early age can help to stifle the imagination and creativity of school children.

One contributor, Harriet Cuffaro of the Bank Street College of Education, argues that "painting" with computer graphics, a common application of computers in the classroom, isolates children from direct contact with paint and deprives them of a chance to understand the relationship of brush, paper and paint.

"The possibilities for nuance, gradation, and full-bodied movements of children as they paint are diminished," she says. "There is an absence of texture, of smell, a lessening of qualitative associations with the experience of painting."

A similar point is made in an article by a British contributor, the principal of Emerson College in Sussex, John Davy. In a critique of the Logoprogram devised by Seymour Papert of the Massachusetts Institute of Technol-

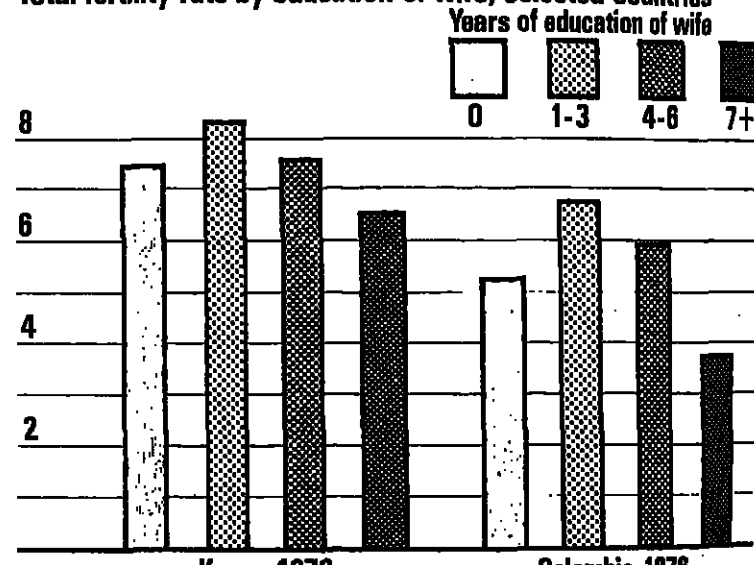
gy, Mr Davy claims the philosophy represented by the program will reinforce education's "servile" relationship with technology.

In an example drawn from Papert's influential book, *Mindstorms*, Davy points out that a child using Logo to draw a garden is cut off from any direct contact with nature.

He adds: "There is not a flower or bird in sight, only a small screen on which lines are moving, while the child sits motionless, pushing at the keyboard with one finger. As a learning environment, it may be mentally rich, but it is perceptually extremely impoverished."

Alarm about the educational impact of computers may be premature, however. A survey just completed by America's National School Boards Association has disclosed that 80 per cent of school officials do not believe computers to have changed teaching methods or classroom activities.

Total fertility rate by education of wife, selected countries



In the graph, the total fertility rate represents the number of children that would be born per woman, if she were to live to the end of her childbearing years and bear children at each age in accord with the prevailing age-specific fertility rates.

Hilary Wilce

More learning, fewer babies

Improving the general education of women in one of the surest ways of controlling population growth.

In all countries, women who have completed primary education have fewer children than those who have no education, according to this year's *World Development Report* from the World Bank. The report, which concentrates on issues of population growth and change, points out that above the primary level, the number of children a woman has declines in direct proportion to her level of education, and that the decline can often be substantial.

Educating women is thought to have more impact on population control than educating men because the more educated a woman, the more she has to give up by choosing to stay at home and rear children.

Education also delays marriage sub-

stantially. In 10 out of 14 developing countries, a woman with seven or more years of education married at least 3.5 years later than a woman who has never been to school.

Educated women are also more likely to know about methods of birth control, and to use them. In Mexico, 72 per cent of women with nine or more years of education use contraception, as opposed to 31 per cent with five or fewer years of schooling—differences that are barely affected at all by other characteristics such as income or class.

However, in countries where contraceptive use is generally very low, as in Bangladesh, and Nepal, or very high, as in Fiji and Korea, the variance in contraceptive use among different education groups is small.

However, women's fertility does not decline immediately they have some

schooling. In poorer countries, women with some years of primary education, particularly those in rural areas, tend to have more children than uneducated women.

This is thought to be because some education is associated with a lower rate of fertility, and also with a decline in breastfeeding—a process which can act as a natural contraceptive.

Overall the report concludes that the situation is grave, with many poorer countries unable to look forward to any development at all unless they can urgently slow down their population growth.

World Development Report 1984, The World Bank, from Microfilm Ltd, PO Box 3, Newman Lane, Alton, Hants GU34 2PG. £8.00 plus £1.15 postage and packing.

Hilary Wilce

LETTERS

Ethnic cultures: Why 'ignorance' is not so alarming

Sir—It seems that many first-year student teachers know little about ethnic minority cultures (TES, July 27). Reading between the lines of this report one detects the now familiar message that ours is a multicultural society, which is why students' "ignorance" is deemed "alarming".

I'll play devil's advocate for a moment. The ethnic minority component of our population is barely 5 per cent. Moreover, it is heavily concentrated in certain urban areas. Further, the most superficial inspection of the mainstream media messages, or of our political, social and educational machinery, leaves little doubt that ours is an overwhelmingly monocultural society. No wonder these poor students appear so "ignorant". Wouldn't it be fairer to say they are "unaware" of matters which have been, and may well continue to be, of no concern to them as individuals?

Crass questions

Sir—Confronted by Mr. Hetherington's questionnaire in the story "Students show alarming ethnic ignorance" (TES, July 27) it is no wonder that students reacted with facetious replies. I would like to see the document referred to in full but your (aster makes it sound crass, heavy handed and simplistic and, as such, doing no service to race relations. One would expect that the more sophisticated the student faced with it, the less likely she would be to deal with it seriously.

Compiling questionnaires is quite

Like it or not, Britain is a monocultural society at best. Western Eurocentric and at worst Anglo-Norman-centred in outlook and attitudes. If we face this fact squarely, the tasks for multicultural education become clearer, and much more challenging: help all our pupils (and future teachers) to look at the world (and themselves) through eyes other than their own; help them to experience and value the use of various other languages and dialects besides their own; encourage them to respect differences and to question the familiar.

The presence of cultural minorities in the local environment, or in the country as a whole, is a valuable bonus, but it is neither a necessary, nor a sufficient, precondition for putting the multi into cultural.

MICHAEL C. MOBBES
Birkbeck College
London WC1

fun and, indeed, par for the course on any sociological research project. But the more familiar we become with them, the less likely we are to answer them earnestly. To offer gifts like Urdu and guru to first year budding wife is to invite ridicule, however old and tired the resultant jokes may be. If we cannot have the whole text of the said document, perhaps its compilation might make a good subject for one of your competitions.

ROSALIE A. FOX
46 Eve Road
Mileworth
Middlesex

Excellent music

Sir—One of the predictable difficulties of reporting upon such a marathon event as the National Festival of Music for Youth (TES, July 20) is that at least one of those reading the review will feel compelled to comment upon inclusions and exclusions. Why not? Music is by nature both harmonious and discordant. Philippa Davidson disappointed some when she mentioned only two of the four soloists who played in Saturday's Youth Orchestras in Concert.

I was privileged to listen to all four—Flautist: Vivian Jones, with the Surrey County Orchestra; Pianist: Jessica Butters, supported by Sheffield Youth Orchestra; together with Cellists: Robert Max of the Cromwell String Orchestra and David Watkins, who was accompanied by West Glamorgan Youth Orchestra.

Perhaps I can restore the balance by expressing the thanks of the entire audience to all four for memorable performances.

I learned that merit awards went, predictably, to Welsh choirs. During

the past decade it has appeared that competitively, Welsh choirs were predictably less able than their other UK counterparts. Hopefully, then, this trend is about to be reversed. For far too long, young choristers have languished in the shadow of their more illustrious instrumental colleagues—a tribute perhaps to Welsh i.e.a. policy of developing the practical music skills of the youngsters under their control. At the Festival, the splendid achievements of the South Glamorgan Youth Orchestra underline the excellence of youth instrumental music making in the Principality.

It was little wonder that the rich and compact sound produced by the West Glamorgan Youth Orchestra filled the Royal Festival Hall. A tremendously impressive sight and sound and surely a fitting climax to the "Musical Olympics". Sadly, media coverage was, as usual, meagre and minimal.

C. B. BUCKLEY
81 Gabaia Road
Skelty
Swansea

Sports trivialized

Sir—I agree with Eric Midwinter's opinion of the corrupt Olympic Games (TES, June 22), though my own prejudices would cause me to add one or two caveats.

It may also be true that school sports and associated topic work convey the unfortunate aspects of international and Olympic sport to many children, though I would question his creative task for saying so (see "I understand and suppose that...").

Having said this, there is implicit in his article a condescending and superior attitude to sport, encapsulated in "anything so basically trivial as jumping or running". I recall a question being asked on the BBC's *Question Time* in 1983 about tennis. At least three, and possibly all four, of the panelists were, it seemed to me, at pains to display how trivial and insignificant they thought the question was. Is it a kind of intellectual label badge that some people wear?

Sport is not the main business of life, but it need not be a frivolous matter. J. S. CALDERBANK
12 Solihull Avenue
Coppice Oldham

Valedictory . . .

Sir—My Friday evenings will no longer be the same without a laugh with Ted Wragg. When he was in Nottingham he told me how he taught each week in a super purpose-built comprehensive in the sixth of our country. I said: "Now that you have completed your teaching practice you should come and have a go in a real school!" I meant an inner city, multi-racial, housed in premises built in 1895.

"I'll come", he said. And he did, each Tuesday afternoon. When I informed the staff that he was coming, they assembled a real motley crew for the "Professor" to really see what it was like teaching reluctant learners.

When I introduced him to the group with, "This is Professor Wragg", they weren't impressed. "He's from the university!" I said, capably. That, didn't impress them either.



Ted Wragg, valedictory.

Ted stepped in: "Do you know what a university is?" "A sort of college?" "Yes, do you know what age you go to a university?" "Yes, you're 17?" "Yes, or 18. Do you know what subjects you do at a university?" "Engineering?" "Yes, any others?" "Bricklaying?" "No, nothing as useful as that," said Ted. He was a great hit with those kids. He even took them into the university and showed them something they would never have seen even though it was in their own city. Thanks Ted. Keep up the great work. We miss you in Nottingham and we'll miss you in *The Times Educational Supplement*.

TOM KING
Head
Sutton Centre
Sutton-in-Ashfield

With thanks . . .

Sir—The Spastics Society school at Tiverton Grange was opened in September 1953, and closed in July 1984, after 29 very successful years, during which many hundreds of children have passed through its hands. Now falling pupil rolls in all The Spastics Society's schools mean that Tiverton pupils can be well catered for in the society's other schools.

All the cerebral-palsied boys and girls who spent time at the school gained more than an education—they were helped mentally, physically and spiritually to cope with their special difficulties, and were encouraged to develop self-reliance and social facilities to enable them to enjoy a full life in the community.

These aims were only achieved by tremendous team work under most capable headmasterships—first Mr R. A. Pedder, who held the post for no fewer than 26 years, followed by Mr M. A. B. Robinson. They have led dedicated teams of teachers, therapists and care staff, backed by housekeepers, cooks, clerical staff and domestics, and not forgetting the doctors and visiting consultant specialists.

Secondly by the parents, whose help in cooperating with the individual timetable for each child was so essential.

Thirdly by a wealth of voluntary kindness from a great variety of persons and groups helping in a multiplicity of ways. Scouts, Guides, Horseriding for the Disabled, the three Air Force stations of Cotswolds, North Luffenham and Wittering, The Friends of the school, local spastics groups, and many local organizations and individuals who invited the children to entertainments, plays, pantomimes, and visits, and who raised most welcome funds for the children's amenities. The list is too long to enumerate. Their help in this great team effort was invaluable.

We appreciate and acknowledge all these people who so unstintingly helped our children and made the school such an outstanding success. We send them all grateful thanks on behalf of the children and the society. It is hoped that this letter will come to their notice and that they will feel able to accept it in place of an individual letter which could never possibly reach everybody concerned over the past 29 years.

ERIC SMITH
Chairman of the Management Committee
Wilfred Pickles School
Tiverton
Somerset
TA8 8LH

JOYCE SMITH
Chairman
The Spastics Society
12 Park Crescent
London W1

Price 'wrong'

Sir—As the member of staff responsible for the small Founders' Day display at James Allen's Girls' School, to which Christopher Price referred (TES, July 20), I take great exception to its appalling inaccuracies.

In the first place the display was not by fifth-form girls. In the second there was no pie diagram on unemployment in the display.

A geographical map was accompanied by a simple time graph and if Mr. Price had read the suggested reasons for the world recession he would have seen that world recession was coupled with "the inability of successive governments to stimulate demand without incurring an increase in the rate of inflation". He might also like to know that 20 per cent of our "affluent clientele" are on assisted places and a further 20 per cent receive substantial financial assistance.

The purpose of this regrettable article seems to have been entirely political.

We would certainly hope that every pupil of ours, whatever her background, would have learnt, well before the sixth-form, that to seek attention at the expense of accuracy is worthless.

P. H. VENN
Head of Economics
James Allen's Girls' School
East Dulwich Grove
London SE22

LETTERS

Underfunded under-fives



And what about the continuity and quality of educational provision in playgroups? When I supervised one initially I had no training. Within a branch of PPA we fought for and managed to arrange some training. The parents of the children who came trusted me—and I did my best—but was it good enough? As hard as we tried, we did not have the resources or training to give the best.

Yes Lady Plowden, we do need more pre-school teacher training, we do need more grants to parents' self-help groups, but we also need more government funding so that we can work to raise the level of educational expectation for all of our children. In 1971 in the Council of Europe, education ministers, including our own, issued a joint document which urged each government to "realize the importance of pre-school education both for the individual development of each child and for the good of society; that all children irrespective of social class should by the age of three at the latest be given the opportunity to attend a pre-school establishment and that such establishments should therefore be set up and developed".

With funding and resources, all under-fives can have the opportunity to reach their potential, and parents can be given the support they need. Pre-school teachers do indeed need more training to cope with the challenges of the work, to develop pre-school curricula which include educational policies such as multicultural, anti-racist, sexually equal aspects, that will extend the benefits of pre-school education, and also, teachers need to develop the skills that are needed to work with and learn from parents.

When considering provision for young children I hope MPs will look further than the recommendations of Lady Plowden, and allocate the resources needed to give all of our children the best possible educational start, and their parents the support they need.

DAPHNE WESTWOOD
Deputy head of Evan Davies Nursery
School
38 Hazel Grove
Hatfield
Herts

Scant guidance

Sir—Biddy Passmore (TES, July 27) asserts that i.e.a.s whose spending targets in 1985/86 are 4 1/4 per cent higher than their 1984/85 "current budgets" should be able to maintain education spending in real terms next year providing the Government's inflation forecasts are correct.

That statement is true only for authorities whose total current budgets reflect spending from rates child grant alone, budgets declared to the Department of the Environment, and on which the percentage over target spending and relative penalties are calculated.

Authorities which have augmented their rates and grant spending with extra money from reserves (figures for which can be discovered only by an examination of individual councils' published accounts) will not be in that happy position unless they still have sufficient balances in hand to replace those used this year. As Wandsworth's director of finance once wrote: "Though local authority treasurers have a reputation for inventiveness, we have not yet found a way of paying bills with money which was already spent a year ago."

Rate-capped authorities apart, it has suited the Government to turn a blind eye to other authorities which continue to undertake a higher level of education spending than its public expenditure plans permit. To do otherwise would not only expose the Gov-

ernment's spending targets for these councils as unrealistic and unrealistic without redundancies. It would confirm that the size of local education cuts/rates increases are directly related to decisions of national, not local, government. Authorities which have been using up reserves in order to maintain education spending, but whose surplus funds are now exhausted, face a stark choice next year: draconian cuts, massive rates rises, or some combination of the two.

Authorities in that position cannot escape all criticism. Content to keep silent while the local authority associations repeatedly pressed imminent Government-inspired doom, then "creatively accounting" to avoid it themselves, even happy in some cases to misrepresent themselves as thrifty, low-spenders, they can hardly complain if, with Armageddon finally approaching, few are prepared to believe their warning cries and fewer still to heed them.

Tables on i.e.a. 1984/85 budgets and 1985/86 targets with their permitted percentage spending increases and decreases provide scant guidance, therefore, to the real financial situations faced by individual councils in fixing their budgets for next year.

PETER SMITH
Deputy General Secretary
Assistant Masters and Mistresses Association
29 Gordon Square
London WC1

Negative HMI

Sir—Christopher Price's Diary of July 27 was a welcome glimpse of light and relief in the recent storms over Haringey.

Yet any pleasure felt in seeing at least one person's balanced perspective on the HMI Inspectorate report is mingled with anger at the damage done to the authority by the inspectors' invocation of sensational publicity and ill-considered responses to a report which is now acknowledged to be flawed.

It is the Inspectorate, not Haringey teachers, who have been "depressingly negative" (to quote Mr Price). For example, Haringey Teachers Association (NUT) received a highly complimentary response from the Inspectorate to its initiatives in setting up a conference and producing a report on Haringey's INSET policy with con-

crete, constructive proposals for the i.e.a. to consider.

I realise with the benefit of recent insight, that the inability to rend the cover of our report and place the credit for this work where it was due—with Haringey NUT members (rather than the Haringey heads to whom HMI paid tribute)—was not untypical of the work of the HMI.

JON O'CONNOR
Haringey Teachers' Association (NUT)
107 Seaford Road
London N15

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Early start

Sir—Recent correspondence on the admission of rising-fives to primary schools has suffered from a confusion about the term "rising-fives" itself. The National Union of Teachers used rising-five to refer to a child who will become five during the school term. Thus rising-fives will require different provision from children admitted shortly after their fourth birthday. For those younger children we would most strongly agree with colleagues in the British Association for Early Childhood Education that DES Circular 2/73 should be observed, and that the conditions for those children are appropriate to the nursery stage of education.

Until statutory nursery education becomes universally available to all children whose parents wish them to benefit from it, the practice of enabling children to enter school at the beginning of their fifth year will at least provide some nursery experience to a large number of children who would not otherwise have this opportunity.

For this reason the NUT advocates that all children should be admitted to school at the beginning of the school year in which they become five, with staffing ratios, accommodation, equipment and a programme appropriate to their stage of development.

It is before the age of five that young children go through their most rapid period of development, physically, socially, emotionally and intellectually. In particular, the early years are a time of great curiosity, when a child is trying to make sense of the world around him or her. A carefully planned and structured educational environment can build on and foster that curiosity, which forms the basis of the child's capacity for learning. All our children deserve the best possible educational start we can give them.

JOHN ROWE
Education Department
National Union of Teachers

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FEATURES

The crash of '84



With A level results due to go in the post on August 15 this year, schools should be ready to help those who miss their mark to pick up the pieces, says Audrey Segal.

The arrival of A level results can be a traumatic event for those who have not achieved the grades they need, whether they have "crashed" badly or are just off by a crucial point or two. They need practical advice, guidance and moral support from someone who knows them and their academic record well, understands how to get the best out of Clearing, and can deal with universities, polytechnics and colleges of higher education. A level casualties need all the help they can get as soon as they have their results, holiday time or not.

Talking to admissions tutors and sorting out alternatives is an expert's job. Leaving it until term starts may be too late. It is increasingly difficult for bewildered and worried parents who may not even understand the system to cope alone - even some of the most articulate are terrified by the very idea of approaching academics. Even the people at the local AFEIS centre (Advanced Further Education Information Service) helpful and informed as they may be, are strangers so rarely know enough about candidates' academic backgrounds to do the best for them.

This year may be even tougher than last to get in with lower grades, mainly because polytechnics and CHEs must keep within tight target numbers for the first time ever. They will not, therefore, be squeezing in just that few extra. Even more candidates could be refused places because they have just missed their conditional offers, and there are likely to be even fewer alternatives for them.

But one job for teachers is to urge candidates with reasonable results to go on trying for a place. A handful of candidates even get into medical school in Clearing. University and polytechnic admissions tutors also greatly appreciate having someone well-informed and helpful at the other end of the telephone. All say it can only be to the candidates' advantage to have a teacher available to speak for them. As admissions tutors point out, they are working to tight schedules and under extreme pressure from all quarters. At very least, it would ease their problems to have one member of staff in all schools helping candidates and parents not to panic while departments sort out whom they will and will not accept, and whether or not they still have vacancies. And a busy admissions officer trying to sort out an anomaly between a form and A level results, or wanting to find out why a candidate both school and selector thought very able has come down on their grades wants someone to talk to quickly.

Strangely, many schools do not seem to appreciate the enormous value of getting through directly to admissions offices and being on top if needed, especially over individual candidates' problems and potential. Some schools apparently think that because there is a centralized applications system for universities (UCCA) this is against "the rules".

Particularly in these tough times, schools should be ensuring that pupils' potential is properly recognized. If this means getting yet another phone call, even a frantically busy admissions tutor will be understanding if the reason is genuine. Over-selling candidates on the other hand always backfires, since admissions tutors soon take notice when students' performance too frequently fails to match a school's predictions.

Admissions tutors undoubtedly find it easier to deal with fellow professionals, someone who speaks the same language. A teacher's objective and honest opinion on a candidate's academic potential or problems obviously carries weight where there are doubts or a candidate is being considered for a last-minute vacancy.

There are schools where A level results trigger off an operation of near military precision. At one, by lunchtime on the day the results arrive, staff have compared sixth-formers' results with conditional offers, worked out who needs help, and planned their strategy for Clearing. Candidates know whom to contact, when and where, and get full support and guidance from day one until they have a place or are otherwise decided on what to do.

Candidates (and their parents and teachers) whose results do not meet their conditional offers have to be prepared for a long weekend of waiting. August 16 this year is a Thursday, and officially UCCA says do not get on the phone before Monday the 20th at the earliest, either to find out if a department is accepting a borderline candidate or to see if there are likely to be any vacancies in Clearing. Even that date is probably

optimistic for many universities. Universities and departments vary considerably in the time it takes them to work their way down to the borderline cases, so some - like Lancaster - say they do not expect to have all the decisions until after the bank holiday and do not want to be bothered before then, while at others - like Hull - they shrug and say that candidates are going to phone anyway, so will give the decision if it has been made and may also discuss the possibility of places in Clearing. Teachers' judgment and detailed knowledge of how individual admissions offices and departments operate can help candidates considerably.

Obviously the sooner a candidate knows whether or not they have to try for a place in Clearing and/or at polytechnic/CHE the better, but it can be counter-productive to push some harassed admissions staff too soon (sending candidates off with possible alternatives to consider gives them both something to do to help them stay calm and may save crucial time over the hectic Clearing period). On the other hand, if a school has a candidate with unexpectedly good results which just might get them into, for instance, medical school, it is worth getting on the phone right away to stake a claim for any places going - it will take time to get through anyway (permanently ringing phones from 8am to 6pm are a complicating factor for all admissions offices). All departments want the best candidates they can find in the time for any vacant places and so want to hear about them from teachers as early as possible - admissions tutors fear of missing out on the brightest candidates is an underestimated factor in schools' armory. There are even departments of biochemistry, for instance, which deliberately hold places to catch candidates in Clearing whose A levels are good but not quite as high as demanded by medical schools.

Schools can improve candidates' chances and lighten both their own and admissions officers' work loads in August by planning ahead. Make sure before term ends that records are up to date (including a firm summer contact point for all candidates) and sixth-formers know what to do if they need help when results come out. Getting candidates to think ahead about their alternatives if the worst happens on the 16th could also ease the strain on everybody in late August.

Sixth form staff should also have checked for genuine problems like hay-fever or father leaving home that candidates may have had during the run up to exams. If these could have caused an upset, admissions tutors should be told before the results come out. This is more credible to admissions tutors than an explanation after the event. Admissions staff can then make sure this information is firmly attached to the candidate's file in the calm before the storm - there is no guarantee this will happen after the 16th. Put the problem in writing, direct to the university or department admissions office, giving UCCA and any other reference numbers.

Of course there will always be the totally unexpected poor result which it may be worth trying to explain. Upsetting though it may be for the school, admissions tutors should also be told if all or most of an exam class gets far lower grades than genuinely anticipated. Silence from the school on a candidate with borderline results is generally read in only one way.

part-time and full-time fixed-term contracts, should be seen for what it is: parsimony not principle. A few teachers with an entrepreneurial spirit may benefit indirectly by a temporary move into higher education; but they may have to pay with a period of unemployment while they negotiate their move back into mainstream schooling. For most the sideways switch can do nothing in the way of professional and personal development. It may involve re-entry into the school system at a lower salary than they left and upheaval for themselves and possibly their families as they move to wherever work is to be found.

Moreover, the kind of open dialogue that is essential for any effective curriculum development is virtually impossible to achieve between those who, although under similar contractual obligations, enjoy very different rights in terms of security of tenure. Collaboration is unlikely in such a situation, until underlying asymmetry of the relationships between professionals is acknowledged and seen to be a major obstacle in the way of change and development. Without more equitable staffing arrangements, professional isolation and intellectual stagnation seem inevitable.

A further problem is that those who are employed on a fixed-term basis are forced to operate according to a short-term objectives. Many, particularly those teaching on four-year B Ed courses, may not even see a single intake of student teachers through the initial teacher training programme. Many, in order not to risk redundancy, may choose to leave teacher education long before their contracts expire, thus increasing the already rapid turnover of staff. The

result can only be a lack of any long-term, coordinated planning. Unless, that is, a plan is imposed from above by a senior management team. In which case it is likely to be ineffective.

The students, of course, are the victims of such a system. For them a rapid turnover of staff is experienced as discontinuity; a lack of consultation between colleagues as inconsistency. This tension between dislocation can only serve to compound the problem. For any serious review of initial teacher education should involve the students themselves in adopting an analytical and evaluative role. Without this involvement any attempt at curriculum review is likely to be severely limited in its impact.

Teacher education has an appalling track record when it comes to confronting some of the major curriculum issues of the day. The failure, highlighted by the Rampton Report, of many teacher educators to think through issues relating to multicultural education and develop new skills in this area is nothing short of a scandal. Bringing in people like myself on fixed-term contracts to lecture on multicultural education across a variety of courses and modules is no solution to the problem. If teacher education is to face the challenge of the 1980s, the whole staff of each training institution must become involved in the task of evaluation and development. As long as the present staffing system continues, any such involvement is an impossibility. Teacher education will continue to live from hand to mouth.

Jon Nixon is author of *A Teacher's Guide to Multicultural Education* to be published shortly by Basil Blackwell.

THEATRE FILM BOOKS BOOKS OF THE MONTH ART MUSIC THEATRE Review

Negritude, before it was chic

by Clancy Sigal

Negro: An Anthology Collected and Edited by Nancy Cunard. Edited and abridged, with an introduction by Hugh Ford. Ungar/Lorrimer. Available from September through Ian Mead Ltd, 15 Stosley Rise, Haslemere, Surrey GU27 1AF. £14.95 paperback.

It is always remarkable to hear revolutionary music before it slides into discordance. Nancy Cunard's extraordinary volume of essays about what later became known as *negritude*, first published in 1934, deserves a wide audience and inclusion in any reputable library. Many of the contributors became famous later; almost all write with unusual clarity and style. *Negro* is bold, daring, radical, rarely hysterical - a treasure trove of wonderful writing, mainly by American blacks. It is a ground-clearing project, obviously responding to Nancy Cunard's hatred of the anti-black racism that held that the "Negro" (whoever and wherever) was depraved, immoral, incompetent and above all unoriginal. *Negro* is as much a mirror of these now publicly discredited but often popularly still held prejudices as it is the revolutionary step forward that Cunard hoped it would be. In the event, it was largely ignored even by the radical press. It did not, and does not, deserve this fate.

With hindsight it's easy to see why Cunard and her crusade were not taken seriously. At one level Nancy Cunard was a publicity-mad, silly rich woman who rationalized her sexual taste for black men by pressing their virtues unduly and stidently. "Only by organized and militant struggle for their full rights, side by side with Communism," she trumpeted, could black liberation win. She flaunted her love for Henry Crowder, a mild-mannered black jazz pianist from Georgia. And she insisted - in the face of mocking press criticism and ostracism by many cafes and hotels - on being seen publicly with him. This was still when London establishments confidently excluded black patrons.

There was always this element of patronizing radical chic in her. Daughter of Sir Sache Cunard, grandson of the steamship line founder, she had been made to feel lonely and unwanted by her socially flighty American mother who left her with nannies. Growing up, Nancy made her own friends among a "Corrupt Coterie" of artists like Osbert Silwell, Iris Tree and Augustus John. And when the Flapper Age fashion turned ecstatically to black-cum-African art, Nancy predictably

went along as a camp follower of the latest style. But what distinguished her from any other bored rich strumpet was that she lingered long after the party was over. Nancy made a real, lasting relationship with Crowder and with the growing movement for black emancipation.

Henry Crowder "was a turning point in Nancy's life", according to the useful introduction by Hugh Ford who has wisely edited and abridged the original huge anthology. Ford worked with Cunard and, though partisan, fairly objectively defines her as an intolerant, unworshipful but passionately committed woman capable, in a way like this, of real originality and dedication - not to speak of the organizational gift it must have taken to recruit and keep to deadline such a variety of literary temperaments.

These are noble, lively and fresh essays which give off an exciting flavour of the 1930s' radical black movement. Rhetoric had not yet kidnapped spontaneity. Black nationalism was nascent, the current separatism a woolly plank in the platform of the US Communist Party which did not entirely believe in it. Implicitly, the main job was to attack white intellectual prejudices while defending black creativity. *Negro* does this magnificently.

Again and again I found essays here that shine with the hard light of personal experience mediated through a language as yet uncontaminated by stale and hysterical group-think. The real finds are the women writers and poets, some of whom were unknown to me. In Zora Neale Hurston's electrically-charged "Characteristics of Negro Expression", she explains how "Every phase of Negro life is highly dramatized... Everything is acted out". Example: "A Negro girl strolls past the corner lounge. Her whole body pinging and posing. A slight shoulder movement that calls attention to her bust, that is all of a dare. A hippy undulation below the waist that is a sheaf of promises tied with conscious power. She is acting out 'I'm a damned sweet woman and you know it'".

These are writers who take joyous pride in black difference - the self-drama, poetic despair, hard stoicism and yes even the sexuality - while simultaneously attacking "Jim Crow", the system of American apartheid. There are some fascinating articles on the Scottsboro rape case, as well as coolly learned essays by W E B Dubois and V F Calverton. Alain Locke's article on the folk-poet Sterling Brown deserves reprinting on its own. Brown was "uniquely racial" in his southern rural poems and chants which sound crude but are as



lyrically subtle as any blues song:
"White man tells me - hunh -
Damn yo' soul!
White man tells me - hunh -
Damn yo' soul!
Got no need, bebbie,
To be told."

The photographs of Georgia chain gangs, indeed of the contributors themselves, tell us a great deal about the quality of black life in America at the time. Personally, I found the later sections on Europe, Africa and black ethnology less gripping, but they do accurately reflect Cunard's political nous. There are essays by Johnstone (Jomo) Kenyatta and George Padmore, the Trinidad-born black revolutionist so influential in later African liberation struggles. I dislike quoting self-promotion. But I'm in total agreement with the editor Hugh Ford who insists that *Negro* "does more than recall a past that gave shape to the present. And it can certainly claim to be much more than a repository

Nancy Cunard, in a painting by John Banfill and (inset) photographed with Henry Crowder at The Hours Press, Paris, 1930.

of old ideas and attitudes... *Negro* has had, and continues to have, a prophetic career."

Nancy Cunard had the money, erotic predilection, patience and character to put together this generative and regenerative book. Her strange personality casts a light on, but does not bleach out, *Negro*. It is 50 years old but more youthful than yesterday's leaflet. It is a must for any serious student of black life or anyone who appreciates lively political writing.

Playing the status game

by Laurie Taylor

Caste Marks: Style and Status in the USA. By Paul Fussell. Heinemann £8.95.

Before we get started I wonder if I might just check out your social class with the help of a few items from Professor Fussell's "Living-Room Scale". (Professor Fussell distinguishes between upper class, upper-middle, middle, high-prole and mid or low-prole, so you'll know in advance which you're trying to avoid.) Right. Have a quick look round your living room and off we go. Got a copy of the *National Enquirer*? Yes? Then subtract six. How about the *Smithsonian*? Yes? Then subtract another one. An *Eames* chair? Tut, tut, subtract two. Genuine *Tiffany* lamp? Well done. Add three. Don't understand the question? Ah. Then you'll be in the same position, I suspect, as most other English readers of Professor Fussell's account of style and status in the US. It's a problem of translation which the blurb tries to pass off by declaring that *Caste Marks* will "prove irresistible to the rest of the world in trying to cope with Americans". I doubt it. As the nation which sets the pace in this subject (how reassuring to note in the Scale: "Every item alluding to the United Kingdom, add one"), we're probably far too busy with each other's pretensions to bother with those crasser distinctions which sub-divide foreigners.

Still, ethnocentrism aside, if you enjoyed Jilly Cooper's excellent book on class and status signs in this country, you'll find Fussell an equally

perceptive guide to the American scene. Somehow, in between teaching English at the University of Pennsylvania where he's Donald T Reagan Professor (yes, sorry, subtract two if you don't know who Donald T Reagan was) and knocking off times on eighteenth-century culture, Fussell has found time to assemble countless observations on the speech, manners, clothes, houses, cars, gardens, dogs, and pastimes of contemporary Americans. It is all rather cavalier on the meaning of class and status as these books tend to be, but well organized and nicely laced with comments on the subject from such earlier experts as De Tocqueville, Veblen, C Wright Mills and Alison Lurie.

Not surprisingly, Professor Fussell is particularly strong on the snobbery of higher education: "If universities are pawns for places elsewhere, like Oxford and Cambridge, why not put our places on the map and even confer a similar

distinction on them by inventing things called the University of Evansville, or the University of Dallas, or of Houston, or of Louisville? What does it matter that no spirit of learning is visible in the place?"

He's also amusingly strict on where and where not to live. "One reason", he assures us, "no civilized person could think of living near Tampa", is that during the 1970s there was a sign visible there which announced, "Guy Lombardo Wants You as a Neighbor". Similarly, Wheaton, Illinois, is ruled out because its association with Billy Graham condemns it according to the rule that a "place's desirability" is measured by "the degree to which religious fundamentalism is identified with it".

More in need of translation, however, is the assertion that, "another sign of class desirability might be the absence of facilities for bowling". And it is an unfortunate fact that many of

Professor Fussell's favourite status signs - the "gold electro-plated Champagne Re-cork stopper", for example - will seem to English readers less like evidence of grandeur at odds with prudence (the perpetual conflict of the truly middle class) than further evidence of the enduring daftness of most Americans.

Neither was I too happy about the "Category X" which crops up in the last chapter as a place of refuge for those who no longer wish to play the status game. All along, Fussell has appeared a little over-opinionated for someone who is after all thoroughly implicated in the system he depicts. And here at the end is the quite unreasonable basis of his stance. "X-personhood", we learn, can only be achieved by a "strenuous effort of discovery in which curiosity and originality are indispensable". "X people" turn out to be "creative" and "talented" and "independent minded" and "dress for themselves" and are rather like E M Forster's "aristocracy of the sensitive" and, one gathers, probably not exactly a million miles from the Donald T Reagan, Professor of English. How very American. Could one imagine an English person naive enough to think that the demands of status might be so readily evaded?

Not unexpectedly, given our present and past sophistication in this area, the best line in the book comes from someone Fussell describes as "a British friend of mine". It is - at last - the perfect response to the ubiquitous American farewell, "Have a nice day". Fussell's friend simply says, "Thank you, but I have other plans". I can't wait to try it.

ARTS

Rut, rancour, rapacity

The Way of the World.
Chichester Festival Theatre.

At every performance of this, the in every sense ultimate Restoration play, one detects a slight frisson of audience relief when, at long last, "the" scene arrives - the negotiation, familiar from a dozen anthologies, between Millamant and Mirabell, when the former, after enforcing submission to a splendidly feminist matrimonial *décliné*, eventually consents to "dwindle into a wife".

In no other play in the English classic canon is the gulf wider between its "received idea" (derived largely from the mellow languors of this celebrated set-piece) and the idea of its tone and complexion likely to be formed by an unprejudiced first reading of the play as a whole. Its surface slithers with parasitic smiles and images of disease. References accumulate to creatures either plain creepy-crawly or positively venomous - especially vipers. An alternative title could well be "The Snakepit". No wonder it was Congreve's last work for the stage: the finality of its exposure of rut, rancour and rapacity, and the chilly

completeness with which it charts the writhings and twistings of these serpents of the psyche left him at 30 with no deeper recesses of human baseness to explore.

One day we may get a production that fully realizes the darkness lurking from so much of the language. William Gaskill's, though not without its rewards, some of them substantial, is clearly not it. In a setting (Hayden Griffin) of heavy, muted opulence, his direction provides a markedly uneven evening, plus and minus alternating with bewildering inconsistency. A very positive plus is the Mrs Marwood of Sara Keselman, who uses her splendid carriage and the wide palette of colours in her lovely voice to extract every iota of menace from a role richly seething with rage, spite and scorn. Opposite her though as Fainall, the play's most patent scoundrel (though hardly anybody in this intricate web of coyness and cozenage is morally purer than a muddy grey), Ian Hogg feebly froths and splutters, his threats scarcely calculated to scare the skin off the proverbial milk pudding.

Other imbalances in the casting are even more notable. Giving Maggie Smith the role of Millamant is like

presenting Viv Richards in full cry with a slow full toss on the leg stump. Predictably her performance is one long series of seemingly effortless boundaries, each careful phrase sped to the fence with a marvellously deft inflection of hand, voice, fan or feature. She has to act though largely *in vacuo*, for as Mirabell, Michael Jayston is quite astonishingly null and desiccated, provoking the stage with a uniform hunched posture and a look of slightly pained surprise as if his only interest in the evening's proceedings were in concluding them at the earliest possible opportunity.

Miss Smith could, in the Master's phrase, play the Albanian telephone directory; Mr Jayston sounds at times as if he's reciting it. The items in Mirabell's own formidable inventory of marital conditions are ticked off with a briskness that educes none of their wit; and, as for the erotic charisma that is supposed, at one time or another, to have dazzled if not actually laid most of the female cast, it is - to put it mildly - in rather short supply.

However, the production perks up again with the periodic reappearance of Witwoud and Petulant, John Mof-

fat and James Villiers pointing their malice with a stylized relish that sends every barb firmly home. As the country cousin, Sir Wilful Witwoud, the ageing lad fresh up from Shropshire, Geoffrey Hutchings is suitably scottish, the fragrance of his dung-laden boots diversifying the fetor of Lady Wishfort's boudoir.

It is in the playing of this last role that the discrepancy between what Congreve wrote and what is acted before us most strikingly obtrudes. The Lady Wishfort of the text is a murderously vindictive, vicious, raddled, stinking beldame - her impassioned fizz, when it cracks across with fury, "like an old peeled wall". She is the "antidote to desire" incarnate. What Joan Plowright gives us is not this harried but a mildly fretful, slightly overpowdered old girl who could be solacing a rainy Scarborough afternoon by drinking in Max Jaffa. This Lady Wishfort is, in her querulous senility, her pathetic amatory quiver, almost *endearing* - and this, surely, is the last thing Congreve, that masterly mapper of lust, greed and betrayal, meant her to be.

Martin Fagg

Wagnerite

The publication of Andrew Gray's translation of Wagner's *My Life*, edited by Mary Whittall (Cambridge University Press £22.50, 0 521 22929 5) inevitably complements that of Cosima's *Diaries* and the composer's *The Brown Book* so that we at last have reliable English versions of the "authorized" Bayreuth accounts of Wagner's entire life. That these accounts were designed to promote pictures of the life that are frequently at variance with the facts in no way detracts from their importance. They are primary documents and essential library acquisitions.

My Life, which Wagner dictated to Frau Cosima, was intended to satisfy his benefactor King Ludwig's thirst for "an exhaustive description of your intellectual and spiritual development and of the external events of your life as well". This it most amply supplies (though only down to 1864, the year when Wagner was rescued by the King from a closing circle of creditors). *My Life* is a book to be set alongside that other great musical autobiography, the *Memoirs* of Berlioz, and is a key document of nineteenth-century cultural history.

Wagner's great Italian contemporary Giuseppe Verdi was less proud with words, especially about himself. That what he did have to say was very much to the point emerges vividly from *Interviews and Encounters with Verdi*, a superbly edited collection by Marcello Conati, translated by Richard Stokes (Collins £20, 0 575 03349 5). These 30 pieces (from 1845 to the 1940s), most of which are previously unpublished in English, give Verdi's opinions of Wagner, Berlioz, Clouard, Mascagni, and other composers, telling observations about his works, and eye-witness accounts of his life and times. Taken as a whole, the book gives us as rounded a picture of Verdi as one could hope for. The reader puts it down feeling he has come face to face with the master.

Patrick Carnegie

Build-up

Sir John Soane, Architect. By Dorothy Stroud.
Faber £32.00, 0 571 13050.

Less well-known than his contemporary John Nash, the creator of picturesque Regent's Park and the exotic Brighton Pavilions, Sir John Soane is, nevertheless, the finest architect of England. It is justly admired for the enthusiasm of his idiosyncratic genius, but it is 13 Lincoln's Inn Fields (now the Soane Museum) and the Dulwich Picture Gallery that inspire the greatest affection: the former for its innovative interior decoration and the latter for that rarity, a gallery that is as important as its excellent contents.

Dorothy Stroud's biography is both an invaluable piece of research and a pleasure to read, and from the Assistant Curator of the Soane Museum one expects and is given a thoroughly documented account of all the major commissions. Chronologically arranged, these contain a wealth of information from materials, methods and costs to individual clients and contractors.

What is missing is any sense of excitement about Soane's various achievements, above all his peculiar ability to incorporate legible, classical references within an almost abstract sense of design. Novel at the time, this is particularly relevant today when modernism is causing so many architects to turn once again to the past. One can only wonder how Soane would have dealt with the National Gallery's new extension.

MC

Next week

Pierre Watter on Spanish politics; Dennis Hackett on a biography of Nehru; Elisabeth Henry on Dame Veronika Wedgwood's latest historical work

John James

Local memories

In this last term's edition of the magazine of Culford School, Bury St Edmunds, a sixth former writes: "The BBC studios is (sic) certainly a wonderful place to work, for it seems to be almost cut-off from the outside world." As he is describing a visit behind the scenes of *Grandstand*, he may have a point. I suspect the thought would never have occurred to him if he had been present during the recording or editing of the interviews that feature in a new, six-part series that has been made for BBC Radio 4 to mark the seventieth anniversary of the start of the First World War.

A notable contribution to the field of oral history, *The Great War* consists of songs, recollections, sound effects and music, all woven into a seamless fabric, a highly evocative tapestry made from the memories of those who were most intimately involved. No narrator interrupts the conversation; people speak for themselves. An old man admits how, as a schoolboy, he threw his cap into the air in delight at the prospect of a war. Another recalls how, when he was 16, he went to volunteer. When he admitted his age, he was told to take a walk round the town hall. "See if you're any older." A few minutes later, he returned. "I'm 18 now, sergeant." "Good, I can swear you in."

There was also memories of war-time shortages, of the gulf between rich and poor, and of the class distinctions between the working officers in the trenches and the staff officers safely behind the lines and living in country-style in French châteaux. Oddly more gripping because of their

anonymity, these voices are punctuated by comments from the historian, A J P Taylor. His is not a heavy-handed scripted contribution but quiet, perceptive chat. Part one begins with his observation that, in June 1914, fair judges would have said Europe had never been more at peace than it was then. It ends with an old soldier remembering the smell of death, "a sweet green smell".

All this has been compiled and edited by Cliff Kinney, once education producer at BBC Radio Newcastle, now education adviser to Local Radio, and by Bud Evans. A stylish work of editing and mixing it is too, well worth the many hours' patient labour that must have gone into its making. It is a domestic, personal history; it is like over-hearing neighbours talking to trusted friends. Because of its intimacy, it will sit happily among the less well-made programmes on local radio; a perfect example of how specially made, networked programmes can strengthen and enrich a local output without sounding as though a national network has been handing down cast-offs.

Transmission has already begun on BBC Radios Cambridgeshire, Kent, Lancashire, London, Oxford and York. Between now and November it will be heard on all other BBC Local Radio stations, except apparently (for reasons best known to their managers) on Bristol, Guernsey and Solent. They must have some very good home-made programmes.

David Self

Community works

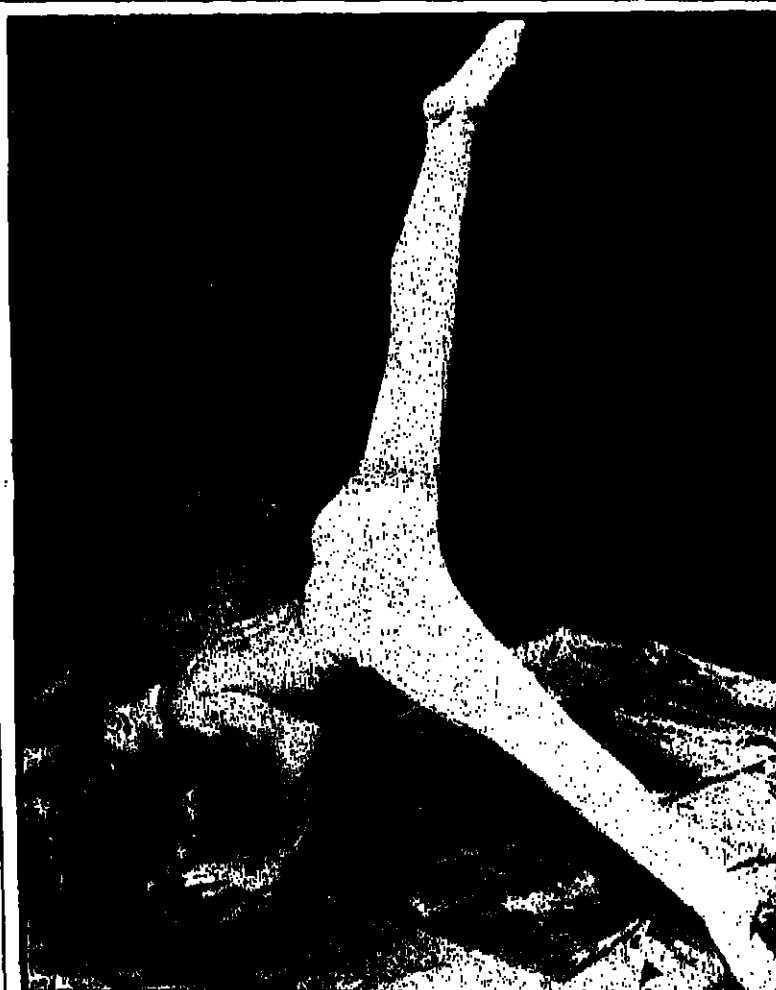
Art Within Reach. Edited by Peter Townsend.
Thames and Hudson £6.95.

At a time when Mrs Thatcher, with the enthusiastic support of Lord Gower, Peter Palumbo, Sir William Rees-Mogg and others is busily engaged in privatising patronage of the arts, it is good to see that this admirable survey of painting and sculpture in public places, compiled by the perceptive editor of *Art Monthly* has been commissioned by the Arts Council. It is a survey of why and how works of art, and of craft, are commissioned by government, and municipal authorities, by industry as well as by public health and educational bodies. There is an excellent bibliography, and a comprehensive gazetteer of recent commissions all over England - presumably because of the administrative structure of the Council. Scotland, Wales and Ireland do not get much of a look in.

This, predominantly documentary

material is supplemented with 11 essays, some dealing with practical aspects, administrative and legal, others raising wider issues, sometimes contentious, sometimes verging on the platitudinous. John McEwen sees community arts as "an integral art form in itself, easily understood in terms of an aesthetic or philosophical discussion of the arts, and not just some 'artistic' branch of the social sciences papering over urban decay". Deanna Petherbridge believes that "the scrupulous angels" of private patronage "know how to cloak their passion under the guise of dispassion, and John Willmet makes an impassioned plea for a closer and more correlated relationship between public art and the people who 'get' it, and who do not 'wish to receive it ready-made from some intermediate cloud peopled by architects, planners and official committees'. All gripping stuff, despite the occasional whiffs of Utopia.

Bernard Denvir



In prep school sports no one ever chose Bruce Weber for their team. His friend John Bragg wasn't much better, but at least he could run faster than anybody else, and that kind of made a difference. Bragg died in a motor-cycle accident, since when Bruce Weber has emerged as possibly the most innovative fashion photographer Stateside or over here. His pictures, frequently carried by *Vogue* magazine, feature clean, fresh-faced models wearing crumpled, casual clothes they look as if they actually own.

But recently Weber has broadened out. Inspired by the memory of "handsome, sensitive" Bragg, he has photographed around 250 American athletes and Olympic hopefuls. Caught at sports festivals and college meets in southern California and Texas, they posed where they stood or in a shabby tent-studio for this black-and-white studies. Harking back to the work of documentary and glamour photographers in the Thirties and Forties, the stunning selection currently on show at the Olympus Gallery in London also celebrates a wholesome, clean-cut, all-American kind of panache and the fundamental athletic ideal which inevitably got lost among the razzmatazz of Los Angeles.

The exhibition, *Pictures of Athletes*, is at the Olympus Gallery, 24 Princes Street, London W1 until August 24, admission free.

Hugh David

Backstage

John Gielgud - A Celebration. By Cyles Brandreth. Pavilion Books/Michael Joseph £12.95, 0 907516 38 6.
The Ages of Gielgud - An Actor At Eighty. Edited by Ronald Harwood. Hodder & Stoughton £9.95, 0 340 34828 3.

John Gielgud - A Celebration is a delightful compilation of pictures, critical quotations, backstage talk, personal comment covering Gielgud's 80 years until 1984. *The Ages of Gielgud* is more of a Festschrift comprising tri-

butes from famous colleagues and friends. Without adulation both books present a great actor, modest, without guile, a man of immense authority and respect in the theatre (his only real interest and passion) whose good influence has benefited the English-speaking stage for over 50 years. Essential reading for Gielgud's many admirers and anyone interested in the best of British theatre.

NB: both Chronologies. Home transferred to the Apollo Theatre, 1970.

John James

ARTS

Each summer, art college fashion diploma and degree shows are exhibited in and around London. They are visited by fellow students, teachers and talent spotters from industry, and are seldom seen by the general public, yet they represent an annual tribute to the colleges which provide such expert training.

The most outstanding show I visited this year was presented by Middlesex Polytechnic at the Royal Festival Hall. The ballroom foyer had undergone a scintillating transformation, with knits and weaves both inventive and innovative, while the printed textiles ravished the eye with brilliant colour. Floor mats, painted ceramics, boxes, futons (Japanese roll-up mattresses) and screens, echoed a design theme by varying size of pattern in related juxtaposition.

The prevailing atmosphere was exhilarating, induced I would guess by the stimulation, encouragement, and quality of the teaching staff. In straitened times, how can these displays be funded? Many of the fabrics and yarns are exorbitantly expensive, premises must be hired, transport to London is needed, printed matter is essential.

It would be easy to blame the cuts and hold the exhibition in college, but how many people would then bother to make the journey? Hugh Mackinnon, Head of Printed Textiles explained that the polytechnic paid for transport, printed matter was produced by students, while the 31 textile graduates funded their exhibition by giving up £120 of their grant at the start of the year. The £3,720 collected is then invested in a Building Society. This is a united decision: the students are in no way dragged into it.

It is no surprise, with a show of this quality, to find that this year no student has failed their degree. But what chance have they of employment in their specialist area? Hugh Mackinnon finds that they usually survive. They enter design studios, are employed by fashion firms, while a few move on to teacher training or to postgraduate courses. Some rent a studio and print their own collections. Students who decide to do this can receive financial help from the Crafts Council for their first year. They have to present viable proof of their intention and show that they have found studio space. This backing helps them get off the ground. In this atmosphere of stimulation and encouragement only the very weakest fade away.

Veronica Lee, for example, has talked her way into designing futon covers for Futon Co. Her exhibition was so vibrant and colourful that it was



Betty Tadman

After a fashion

Betty Tadman visits the art college summer shows

no surprise to find such talent was deemed eminently employable.

Most Middlesex graduates have already had studio or theatrical experience, have won international prizes, or have exhibited at Promotrade Expo '84, in Florence. Connections arranged by the staff have provided the best possible launching pad.

At Central School of Art and Design, six textile students had failed to graduate, and the atmosphere was subdued. Their dress show was below its usual standard, though some individual collections were delightful, particularly Angela Morton's fashion knits. Next year Central combines with Camberwell School of Art, and the result of this merger will perhaps be invigorating.

It would not be fair to contrast Central's dress show with that of a fashion college which provides less printing and concentrates on an haute couture standard of cut. Leicester

College of Art's dress show falls into the same bracket. It is not enough to provide music and a catwalk if the result seems amateur in presentation. Ravensbourne School of Art excelled with a first and second year show of bright inventive designs which set the pace for a continuing display of individual virtuosity. The cut, drape and finish, and the casual elegance were enthusiastically applauded in each collection.

A St Martins fashion show is always a hard act to follow: this year it surpassed even its own dizzy high standard. In one and a half minutes each of the 35 students was required to demonstrate on the catwalk the culmination of four years' work. There is usually an element of surprise from this college. Several years ago we saw a bare-breasted bride, this year Dougie Cunningham devised hideous but comical leather dresses and motorcycle jumpsuits with enormous padded post-



Designs by students at St Martins, including (left) Pilar Diez and (centre) John Galliano

ciors or phantom pregnancies. The models shuffled and limped, incapacitated by leg bombast of alarming proportions. I'm told he sold all of these creations privately, so someone somewhere will wear them.

The originality of St Martins prints, their variety and eye-catching qualities showed how design can be used to enhance uniqueness in dress. Pilar Diez created linen coordinates of great elegance topped by straw bicorne hats. Glenda Robinson's "Flintstones in Alaska" amused and delighted with "uggy" T-shirts and a pink fur fabric coat Lolita might have worn. There were lovely fragrant white wrap dresses from Tamara G Herath and a series of Men's evening wear for winter. "Indulge yourself in fur and satin... and sink into a purple haze" from Dean Bright, a refreshing change from the butch lumberjack look.

The star of the show came at the end. John Galliano used as his inspira-

tion the French Post-Revolution fashion of Les Incroyables - whose elegance was judged by the preposterous disarray of their clothes. Enormous neckcloths hid the jaws, the hair was unkempt and unruly, topped by a hat cocked up front and back. This discerning designer's instinct led him towards a fashion which echoed our own period of unrest. Eight interchangeable androgynous outfits made up his collection which was strange yet glamorous. His designs revealed the extent of his elaborate research, with drawings of a sure and perfect line. Talent spotters have of course snapped him up - though not, unfortunately, one of our own dilatory companies - he will work for Here & There, a Manhattan design studio.

It is the old, old story. We train them as no other country can, but we don't bother to employ them. That profitable activity is left to the design studios of America, Japan, Holland and Italy.



Designs by Nighal Sadig, East Ham College of Technology

Design for a living

Michael Clarke on art and design education

study leading to a higher diploma or degree is the same and the final qualifications are comparable. At every stage along either route, the individual portfolio of work is crucial, so how does a school-leaver decide?

One factor is entry requirements. Most foundation courses are for one year and accept 17-plus students with five or more GCE O level passes. Two-year DATEC diploma courses, particularly those in specific areas of study, can take 16-plus students with as little as three GCE passes. Another consideration is the commitment of the student. An applicant who

has already decided on a particular career might be well-advised to go straight on to a vocational certificate of diploma, or try for direct entry to the second year of a GAD course, rather than risk a year's foundation studies that could include no specific training in their chosen area.

A recurring criticism of foundation courses is that they are either too remote from the technical needs of the student or provide a better training for those intending to study fine art than the majority aiming for a career in design. From the evidence of this year's summer shows, this is not the

case at Chelsea or East Ham where both DATEC GAD diplomas and foundation studies are offered. East Ham, which also has a DATEC certificate, diploma and higher diploma in graphic design, is clearly well aware of the practical and commercial realities facing its students, and will not be tempted into the ivory tower of too much fine art.

The apparent danger of the DATEC GAD diploma is that, given their usually younger, less-qualified students and greater length of time, their diagnostic first years will become too prescriptive. At several colleges this is

already evident. In attempting to give their students as wide a range of experience as possible, too many common projects have led to too many similar results. At East Ham, a comparison between the textile and fashion work done by foundation and GAD students pinpoints a more general contrast: an exuberant, individual exploration of materials and methods by the former and a safe and sound display of skill by the latter.

A far greater variety of approach and range of work is evident among second-year GAD students. At East Ham, Southwark and elsewhere, there were some striking examples of inventive, practical and professional design, from commercial packaging to entire interior schemes. It is not surprising to discover that most of these students had successfully completed places on degree and higher diplomas with their more specialized contemporaries on vocational courses, and apparently just as well, if not better, than those from foundation studies.

This suggests an ambiguous relationship between foundation studies and DATEC GAD courses - an ambiguity that is further compounded by the lack of agreement on the appropriate balance in a student's work between creative potential and technical competence.

What the higher course teams are looking for seems to vary from college to college, course to course and probably from year to year. It is too soon yet to know how well the graduates from higher diplomas will compete for jobs with those from degree courses. Meanwhile, one thing is clear: the fear that DATEC would impose an undue emphasis on technical considerations at the expense of creative ideas has proved groundless. DATEC certificates and diplomas already offer an attractive alternative route to a career in art and design.

BOOKS



Football's least loved fans

Hooligans Abroad. By John Williams. Eric Dunning and Patrick Murphy. Routledge and Kegan Paul £7.95. 0 7102 0143 5.

In the week before the World Cup finals in Spain in 1982, something like 10,000 English football fans were at large in the country. For the most part they were relatively peaceful but, in the words of one young supporter quoted in this book: "It's not just the football, is it? It's all the other. The booing and the fighting and the good laughs you have when you're away. They (the wives and girlfriends left at home) don't know anything about all that". By the end of the tournament 16 England fans had been deported from Spain and dozens arrested, two had been stabbed in a Madrid park and a third was fighting for his life after an attack at a Metro station.

England fans abroad are currently football's least-loved camp-followers. Their fearsome reputation travels before them: villagers are said to lock up their daughters when the English arrive, shopkeepers and bar owners take precautions and local militiamen prepare a show of strength. Both on and off the terraces, bemused foreign citizens are greeted with the sight of half-naked, drink-sozzled, belligerent young males who are draped with their national flag and roam in packs. That, at least, is the popular image.

But to what extent do England supporters really deserve their reputation as the ogres of the international football field? Are they really as bad as

they are painted and if so, is this the product of a self-fulfilling myth fed by newspapers and television? Are they sometimes more the sinned-against victims of over-zealous local policemen than truly sinning? Sociologist John Williams, one of the authors of this book, indulged in some "participant observation" to find out—that is, he put on an England football shirt and travelled as a fan to several European international matches. *Hooligans Abroad* is the first of two books on football hooliganism and is devoted to empirical research; its sequel, *The Social Roots of Football Hooliganism*, by the same academic team, will return to the subject in greater analytical depth.

John Williams' man-on-the-spot research makes fascinating reading if only because of the unorthodox blend of dry statistics and rich narrative colour. On the plane to northern Spain in 1982 he found himself sharing the trip with a group ranging from bricklayers to advertising salesmen—most, he notes drily, "aged between 21 and 30, with a heavy bias towards social classes II to V". So far, so unsurprising. Only later does the full picture emerge of the quiet, unassuming husband and boyfriend at home who becomes a wild man of the terraces abroad.

Williams discovered an insular, deeply xenophobic and politically naive breed of fan, more English abroad than at home and doggedly resistant to any form of contact with the local culture. In the smallest European town the English sought out

"English" pubs, drank "English" beer and ate fish and chips. Normal English team rivalries were subsumed in a larger nationalism and England fans regarded themselves as emissaries of their own culture and nationality as much as followers of football.

In this atmosphere two potent influences were at work. One was drink. The Spanish press marvelled at England fans' capacity for alcohol. The other was politics. Perhaps the most disturbing aspect of the English abroad was the extent of infiltration and rabble-rousing by extremists of the far Right. Williams describes one older fan, "F", who was chairman of the National Front in a small town and encouraged incipient racism around him. Fans with no political affiliations were quickly caught up. Reading between the lines, it is easy to see how the combination of nationalism and excess could inevitably lead to confrontation and violence—although as the book makes clear, the England fans were frequently the victims rather than the perpetrators.

The authors suggest a programme of immediate measures to cope with football hooliganism, such as better travel arrangements and tighter ticket allocation. But they concede that "in the present social and economic climate" the violence is here to stay because of the social problems it reflects. That is the theme of the next volume. Meanwhile this is a book for anyone who seeks to know and understand the English fan abroad.

Mike Durham

Shared insights

The Enquiring Classroom. By Stephen Rowland. The Falmer Press £6.25. 0 905273 99 0.

At a time when great emphasis is being placed on the content of children's learning and its utilitarian functions, it is good to be able to welcome another book whose focus is the nature of the learning process. That focus, which is crucial to education in any real sense of the term, has become increasingly difficult to maintain in the face of recent pressures for forms of schooling of a less ambitious kind, predicated on economic rather than educational or developmental criteria. It is reassuring, therefore, to see that, in spite of these pressures, the theme continues to emerge and to reassert itself above the general cacophony of uninformed and uncritical assumptions and comments about the purposes of schooling. *The Enquiring Classroom* by Stephen Rowland takes up that theme from Michael Armstrong's *Closely Observed Children* (1980), to which it is an intended sequel, and from Margaret Donaldson's *Children's Minds* (1978). It is a theme which cannot be stressed too much if the educational advances of recent years are to be maintained in the face of the current inroads of those who, through lack of real understanding rather than from carefully formulated alternative positions, appear determined to reverse them.

It is also of some significance that the source of these attempts to reassess

and maintain educational values continues to be the primary school, which, for a number of reasons, has a long and honourable tradition of attempting to promote these values and to develop forms of schooling which will genuinely reflect them. This must strengthen the case for resisting current attempts to turn primary schools into what the Plowden Report rightly castigated as "teaching shops".

A third general aspect of this movement which seems worthy of mention is that it is being promoted by those whose view of the educational process is the internal perspective of the active practitioner, rather than the external standpoint of the politician, the administrator or even the inspector, who, viewing education from the outside are inevitably more concerned with what is for than with what it is, and thus miss completely what an active involvement in the process reveals as its real point.

It is against this backdrop that one welcomes Stephen Rowland's book as offering much needed encouragement to those teachers who persist in their commitment for this form of education. Such teachers will welcome its stress on the critical relationships which are "at the heart of any good teaching and learning experience"; the consequent acknowledgement of the inevitable subjectivity of such relationships; and thus of the judgments based upon them (an important counter-argument to those who still seek to measure and to plan educational activities "scientifically"); the further recognition of the need for an interpreta-

tive mode of evaluation, which acknowledges the importance of the child's autonomy, the legitimacy of his/her definition of knowledge and understanding of experiences, and the associated need to see learning as "a process of reinterpretation" and reconstruction; the ready acceptance, therefore, of the child as an initiator of learning experiences; the resultant view of subject-content as subsidiary to the learning process and thus of the curriculum as essentially unfixed; the emphasis on the active nature of true learning and the importance of the child's control of his/her learning activities; and, above all perhaps, the many compelling and illuminating examples of all these principles in action. Finally, one also welcomes this book as a further step towards the development of a new and more productive model of educational research, one which eschews those spurious attempts to make "scientific" measurements of educational activities and which seeks to understand the complexities of an educational encounter, those who are themselves engaged in it.

We need more books of this kind to illuminate the dark age we are passing through, and more teachers whose convictions are such that they will continue to attempt to offer pupils the kinds of educational experiences so well described and analysed here.

A V Kelly

Deconstructing Dr Who

Doctor Who: The Unfolding Text. By John Tulloch and Manuel Alvarado. Macmillan £20.00. 0 333 34847 8. £6.95. 34848 6.

The artefacts of popular culture have proved to be rich analytical ground for structural and semiotic studies, less resistant than more complex and personal literary texts to deconstruction and the laying bare of ideological assumptions. Television and film seem particularly congenial to such approaches, employing as they do a variety of producers of the "text" (writer, director, producer, actor; there is no single intractable "author" to be displaced), and image as well as language. Combine this with the particular malleability of popular culture to a laying bare of its processes, and it is easy to see why film and media studies have eagerly seized upon these critical practices.

Growing up together, the two have proved better partners, on the whole, than literature and such modes, an impression strengthened by this book in the "Communications and Culture" series. Tulloch and Alvarado have chosen *Doctor Who*, a popular television phenomenon, as the object of deconstruction, approached both as "text" or cultural artefact, and as commodity, with a firm eye upon the wider implications of their findings for media studies. They trace various shifts in the "episodic serial," following the "unfolding text" through the influence of new writers, producers and actors upon it, explaining the meaning as well as the nature of these changes, and its many functions (artistic, entertainment, pedagogical, political, commercial) are intelligently revealed. Critical analysis of these shifting styles and forms is balanced by copious quotation from interviews with many of the principals involved in making them.

Barthes' "codes" from *S/Z*, used here without reference, either as indication of wide acceptability or of the writer's optimism, are particularly well applied in their analysis. They provide an ordered and specific way of categorising the various strands of the programmes, and, as used here, a model of the way in which such concepts can function as analytical tools. The deconstructionist mode works well on material like that of *Doctor Who*, and they are strongest when revealing its ideological and semiotic encodings; refreshingly, they discuss complex theoretical models without lapsing into the arid and abstruse discourse which continues to alienate many readers faced with contemporary critical works. The "texts" prove amenable to such an approach, and reveal a richer layer of meaning than might have been expected, many relevant beyond the specific intentionality of their producers.

Not all the theoretical superstructure erected around the material works as well as this. The invocation of narrative models by Greimas and Jameson in chapter two seems to offer little of specific value to the argument, just as the "intertextual relationship" claimed between "Genesis of the Daleks" and *The Brothers Karamazov* is surely at best contingent, and more likely derivative. Unlike the use of Barthes' code, or Eliot's concept of "semiotic thickness" in analysing "Klinda", nothing much seems to proceed from these models, and the reader is surely entitled to a particular revelation as the reward for assimilating specialised theoretical structures. Occasionally, there arises the suspicion that the writers have tried to apply too great a theoretical weight for the texts they analyse to bear; *Doctor Who*, interesting as it is, is not Dostoevsky, and their choice of an untypical "literary" episode for particular attention underlines this lack.

Similarly, the chapter on science fiction and fantasy seems weighed in to describe their specific needs, they draw on good sources, but very few of them, and a Bibliography showing what else was consulted would have been desirable. Their claim that "Gothic Romanticism" is "a constituent part of the science fiction genre" reflects their own, correct, reading of much popular science fiction, rather than the interests of genuine genre theory, but is not presented as such; again, their eagerness to legitimise the theoretical ground of their analysis sometimes leads them astray. Less characteristically, a certain terminological imprecision occasionally creeps in; in discussing Rosemary Jackson's work, they sometimes fail to maintain her distinction between "fantasy" and "fantastic"; more confusingly, "an anthropological formulation compounded by its familiar use (for Joyce and Woolf) elsewhere".

The application of the specific insights from this section is much better, and book as a whole succeeds well in its stated aims, both opening the scientific hybrid artefact, *Doctor Who*, to greater understanding, and pointing many routes for further exploration of the field. Given the current popularity of the series, and the subject, this book deserves to be influential, many of their colleagues would do well to imitate not only their rigour and persistence in teasing out their findings, but also their clarity in stating findings. Subject and approach seem well matched here, and even those hostile to the wholesale application of contemporary critical models should be prepared to welcome them where they so clearly succeed. It is not always so evident.

Kenny Mathieson

All you need

Waiting for the Beatles - An Apple Scuffs Story. By Carol Bedford. Blandford Press £4.95.

Carol Bedford tells how her fantasy of romantic love for George Harrison nearly went into a reality but failed to ripen, went sour, and left a nasty taste. The "Apple" in the title is not quite that of a famous garden with a snake problem, but was the name the Beatles gave to their own company in 1968. The "scuffs" were the girls who waited outside its office to adore the Beatles on their way in and out.

Waiting for the Beatles is an eventful tale in short sentences and plain words. It is thus suitable for teenagers, including those who may not know much about Beatlemania but who have first hand knowledge of the female adoration of Michael Jackson or Boy George, and who know, or know of, the predicament of the infatuated fan. Reading at length about the experience may help them to see such emotional addiction (and its cure) from the outside—objectively. It is a story about maturing, and reading it

may help that process. It also provides post-feminist images of female aggression (beating up a rapist), female delinquency (burgling Paul McCartney's house), and female comradeship (warm hugs and comfort out in the cold), as well as pre-feminist images of girls as jealous and bitchy in the competition for males. None of the girls wanted to be a musician and in 1971 they accepted the invitation to sing the back-up to George Harrison's B-side, *Tandoori Chicken*, with reluctance and shyness. A male preceptor culturally defined as a male preceptor until quite late in the story (1971) called Fanny, a small but not dainty step for womankind.

The reader must be prepared to be immersed in minutiae, but that is what obsession is all about. In an entertaining and untheoretical way, this personal narrative demystifies the common cliché of the infatuated fan, the mad heroines of bedroom poster and fan club magazine. It may encourage an end to waiting and a start to living.

Patrick Newman

BOOKS

Ireland in microcosm

Roger Casement: The Flawed Hero. By Roger Sawyer. Routledge and Kegan Paul £12.50. 0 7102 0013 7.

Born of an Ulster Protestant family, yet secretly baptised into the Catholic faith by his Catholic mother, Roger Casement was indeed, as Roger Sawyer states in his record of Casement's life and death, "Ireland in microcosm". His life was in many ways contradictory. As a servant of the Crown he visited the Congo, and later the Upper Amazon, and learned at first hand the savage effect of colonialism and commercial exploitation on the unfortunate natives of the countries concerned. His two reports, from both the Congo and from Putumayo in South America, told of floggings, mutilation and torture. Gradually over the years Casement's sympathies turned more and more towards the Irish cause, and he compared the conditions of the Irish peasants with those of the African and South American countries he had visited. Indeed, to Cashmere's own indignation, the Irish peasant seemed little different to the lot of the South American Indian, and he wrote "The white Indians" of Ireland are heavier on my heart than all the Indians of the rest of the earth."

It was the sight of these sick and starving Connemara peasants that finally led Casement to resign from the Foreign Office. By this time his



purpose was clear—to recruit as many members to the Irish Cause as possible—and this involved him in his fateful visit to Germany in 1915 where he set out to obtain from the Chancellor a recognition of Irish Independence, and to raise an Irish Brigade from Germany's prisoners of war. He returned to Ireland by U-boat, but was captured when the dinghy taking him, ashore to Tralee, was captured. He was then brought to London for trial and sentenced to death for treason. Despite appeals for clemency from many distinguished people there was no reprieve, a decision greatly influenced by the discovery of the infamous Black

Diaries and Casement's detailed and joyous accounts of his homosexual exploits. In those days it was easier to pardon a traitor than a pervert. Although Sawyer returns time and again to the many ambiguous aspects of Casement's character, and gives carefully documented accounts of his progress towards total Irish commitment, this is a pedantic, dull and rather unsympathetic biography.

Sawyer attempts to highlight the weaknesses that led to Casement's downfall, but at the same time the author's assessment of his character seems unbalanced. Little comes across of Casement's humanity, his sensitivity, and his lifelong fight for the weak and exploited. And I feel Sawyer could without being salacious have usefully quoted from the Black Diaries, whose discovery helped to seal Casement's fate.

In Brian Inglis's excellent biography of Casement, published in 1973, a more fully-rounded portrait emerges, because here the author has quoted liberally from Casement, from his friends, and from those who met him. Compare Sawyer's bald statement: "He went to his death bravely" with that of Father Carey in Inglis's book, "He feared not death. He marched to the scaffold with the dignity of a prince." Such quotations give depth and reality to the subject. The "flawed hero" of Sawyer's biography remains a shallow and incomplete character.

Linda Jennings

CHILDREN'S LITERATURE

Uninvited Ghosts. By Penelope Lively. Heinemann £5.95. 434 94960 4. The Restless Ghosts and Other Encounters and Experiences. Chosen by Susan Collins £5.95. 00 195272 2

What is there about ghost stories that makes us want to read—or tell them? It must be because we don't want to encounter and believe in real life all the time. But there is another side to it, the two-edged psychic sword which haunts the scene of its troubles, whether as victim or destroyer. The only ghosts which were even slightly of this kind had an unusually happy come-uppance. And John Lawrence's pictures are just right.

The Restless Ghosts is a collection of stories, some classics such as R. L. Stevenson's splendid South Sea Island story on Benson's bus conductor, others welcome reprints by today's authors. There is, for instance, an excellent Joan Aiken; she sometimes writes really creepy, frightening stories, by I am glad to say this is not one of them. You can happily read it at bed-time. Yet this is not entirely true of some of the others. I was scared when I saw Monty James among the authors, but his story is not quite as well, terribly haunting, as some of those I read in my childhood and still wish I hadn't read. Perhaps some of them are best read on a cheerful morning; for instance L. P. Hartley, as well told as one expects, but, yes a trifle disturbing.

Calculus and Analytic Geometry (Prentice-Hall £16.95) by C. H. Edwards and D. E. Penney, contains nearly 900 large pages of text of utmost clarity accompanied by an abundance of problems and worked examples. From concepts of real numbers and coordinates to multiple integration and differential equations, every topic is treated in admirable fashion.

A beautifully produced work, *Mathematical & Logical Games* (Macdonald £9.95) by Franco Agostini contains problems and puzzles, paradoxes and antinomies. Some themes are familiar (optical illusions, magic squares, the Mobius strip, Zeno, tangles, and the like). A freshness of presentation and wide-ranging ancillary material, however, put the book in the top class for information and entertainment.

In a second edition of *Applied Mathematics for Advanced Level* (Butterworths £7.95) by M. Mulholland and J. H. Phillips, the work on vectors has been strengthened and many additional examination questions provided. The whole range of statics and dynamics (integrated and not treated separately) is covered.

FWK

gyphons and indeed quite a lot of solid, un-spectacular beings.

With any luck you already know Penelope Lively as a writer whom you can trust to tell a story which is as acceptable to parents as to children, and who at the same time had an academic care for the right detail that lights up the places or the period. The stories in *Uninvited Ghosts* take you delightedly careering from place to place and person to person. You will find a great variety of improbable happenings, though never what I think of as the classic ghostly returning to haunt the scene of its troubles, whether as victim or destroyer. The only ghosts which were even slightly of this kind had an unusually happy come-uppance. And John Lawrence's pictures are just right.

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Children Reading Mathematics has grown out of earlier informally pub-



"There on the palm lay the glass eye, the pale blue iris pointing directly at Nigel..." From *Haunted Children*, a collection of stories by Alison Prince, with illustrations by Michael Bragg (Magnet £1.25).

Among the moderns I found a Kenneth Uryatt story about the American Indians very moving and maybe near the truth. Alan Garner writes brilliantly about an experience, ending with his usual question mark. If you feel a little uncertain there is always the possibility of reading the last paragraph, and if things are all right... well, if not, you don't need to start it, do you? Yes, a book for anyone—with a reasonable degree of disbelief.

Naomi Mitchison

Readability

Children Reading Mathematics. Edited by Hilary Shuard and Andrew Royle. John Murray £7.50. 7195 4093 3.

Teachers have always realized that the readability of classroom maths books and cards presents problems, particularly with young readers or slow learners. They have tended to assume that part of the reason for this lies in a lack of understanding by mathematical authors of the needs of insecure readers. Many teachers, therefore, prepare their own classroom materials, expecting that their perception of the needs of their own children will enable them to produce material which is more useful than the generality of published texts.

What this book now shows, with immense clarity and in absorbing detail, is that the whole field of readability of maths texts is extremely complicated, and that there is certainly no easy route to the production of readable material.

Children Reading Mathematics has grown out of earlier informally pub-

lished material arising from the work of the Language and Reading in Mathematics Group. It surveys, very comprehensively, all the most important research work in this field, presents it logically with a large number of examples in the form of facsimile text pages and then goes on to explain to the teacher how to test to make existing texts intelligible.

The book is crammed with examples of how easy it is for a child coming to a new page of maths with no adult preconceptions can drive a coach and horses through the assumptions which the author has made. There was the child who said: "It's got here fill in the missing number. But if it's missing I can't find it? Where is it?" And there is Luther who did a long division sum by filling in the answer and then adding a tail of working underneath on the entirely reasonable assumption that he ought to work downwards from the top. And to cut just one more thought from so many there is lots of evidence that even a device so simple as a directional arrow—so often used in textbook diagrams—may well be totally misunderstood unless there is full classroom discussion of its intent.

Gerald Haigh

Rule of thumb

Mathematics for the Biological Sciences. By J. C. Arya and R. W. Lardner. Prentice-Hall £13.50. 0 13 562611 0. Introductory Mathematics for Economists. By K. Holden and A. W. Pearson. Macmillan £15. 0 333 34626 2. £4.95.

The applications of mathematics are playing an ever more dominant role in the technological, scientific and business worlds. Students preparing for a career in virtually any worthwhile field require, as a minimum, a basic understanding of mathematical principles and, especially, of ways in which these principles can be used.

It is, in fact, the utility of the subject that has broken down some of the erstwhile (quite false but widely-held) reaction to mathematics that is an arid, academic exercise full of abstract artificiality.

Even so, students are more strongly motivated to appreciate the value of mathematics if it is conveyed to them with a powerful bias towards the interests. In so far as these interests may be in the life sciences, two American authors, Arya and Lardner, have gone the whole hog in their selective presentation. They explain that their purpose is "to emphasize those portions of calculus which are of prime concern to the life sciences and to suppress or even ignore topics which are of peripheral interest". The result is the utilitarian technique of the subject without rigorous mathematical proofs. The authors believe that the lack of such proofs "is not a serious deficiency". Further, because "many students in this type of course become bored by too many proofs, even relatively easy ones", worked examples to illustrate the principles are often arranged so as to "permit the student to omit many of the proofs of the theorems if he wishes without losing too much".

What could be lost, of course, is any true appreciation of the logic and beauty of mathematics, since some of the processes are reduced to a simple substitution of numbers in a formula. This may produce an answer; it is less likely to produce an understanding. The rule-of-thumb philosophy

looms large in the sections on integration. An integral (or "antiderivative") is defined and tables of standard integrals are followed by an extensive series of illustrative examples. Sometimes the underlying theory is included, but the implied invitation that it may be skipped will be gratefully accepted by many students. So the precept becomes: first pick the correct formula from the table, then use it in the context of the particular example.

Similarly, differential and difference equations (with applications to modelling and logistics) are considered in a fashion that allows them to be used whether or not the fundamental reasoning is fully grasped. In fact the whole text fulfils the author's intentions. Some basic trigonometry is included; so are probability, vectors, matrices and some related work in mechanics (centres of mass, relative velocity and so forth).

Throughout, the language of the biologist pervades the mathematics. Exponential growth, genetics, crop production and disease, and the like appear frequently in the examples. Despite the earlier caveats, a student who wished to learn mathematics as well as its use in his specialism would find this book. But the easier option is available for those who seek it.

A somewhat similar approach is evident in *Introductory Mathematics for Economists*. (This is a slightly revised version of a book previously issued by other publishers about a decade ago.) The chapter headings are not dissimilar. Linear and non-linear equations, matrix algebra, series, calculus, linear programming and differential and difference equations are all explained against a business or management setting. Industrial input-output, production functions, marginal analysis, discounting and growth models are typical topics in the index. And there is an adequate explanation of them all (and much more) with the associated mathematics. This is sound work, and it is good to have it available again.

F W Kellaway

Missing the target

Mathematics for Everyman. By L. Buxton. Dent £12.95. 0 460 04622 5. Children Learning Mathematics. By L. Dickson, M. Browne and O. Gibson. Holt £6.95. 0 03 910406 0.

Mr Buxton has gained an enviable reputation for his work among teachers and in various aspects of the media. He has the knack of making people feel more at home with mathematics, and of proffering sensible advice on how to make the subject more acceptable and comprehensible to a somewhat less-than-numerate group of pupils.

Mathematics for Everyman now offers another re-appraisal of the elements of calculating, and of modes of performing operations which move in history from the abacus to the computer. Extensions to algebra, geometry, trigonometry, calculus and modern mathematics demonstrate how selected parts of the curriculum can be presented more attractively than in many a conventional textbook. There follows an all-too-brief section on mathematics in action, introducing some unusual applications, and a thoughtful chapter on the nature and purpose of mathematics.

It is all admirably done, but whether books such as this reach an audience where they could do most good is a matter for doubt. Competent teachers to whom most, if not all, of the contents will be familiar, will recognize that the pattern of the book is first-class and totally appropriate for use in schools or adult education classes. But will their weaker brethren, whose work could be improved and enriched if they adopted the principles and style of the author, be persuaded to do so? Will they, in fact, ever realize that the opportunity is available? And finally, will the average citizen, who shies away

from mathematics and who feels no shame for his (or her) innumeracy, ever go to the relevant shelf in the public library, let alone borrow the book, let alone buy it?

If this appears to be a despondent attitude, let a complementary question be posed about *Children Learning Mathematics*. How many teachers know that the Schools Council has been responsible for a "Low Attainers in Mathematics" project and how many will consider its findings in relation to their own work?

The project team aimed to provide teachers with an epitome of "current knowledge about learning processes in mathematics" together with information on "ways in which primary, middle and secondary schools deal with pupils who have difficulty in mathematics". Already a report of policies and practices in schools has been published. Now comes a review of research about the processes of learning and teaching the subject.

While low-attainers were primarily in mind, it was realized that most research in mathematics education could have implications for teaching at all levels, whatever target population was involved. The findings now isolated have, therefore, a wide relevance and should be of concern to all teachers and potential teachers of mathematics.

Insight and information are the keywords. Whether it be the ways in which children's conceptions of space and number develop, or their early grasp of volume or time, or the role of language, the investigations presented are generally the value of research of this nature is, like beauty, in the eye of the beholder. It must be hoped that many teachers' eyes will survey papers such as these, and that many readers will appreciate the results.

FWK

BOOKS

Invading a male preserve

by Sheila MacLeod

Women and Theatre: Calling the Shots. Edited by Susan Todd. Faber £3.95.

In one sense the contributors to *Women and Theatre* are all extraordinary: they have succeeded (in varying degrees) where other women have either failed or never ventured. In another, perhaps more important sense, they are all very ordinary: they are in the process of succeeding according to the extent of their talents and commitment. If they were men, there would be nothing remarkable about this process. The idea of a neat little paperback on Men and Theatre is inconceivable (except perhaps in satiric terms) and would be unlikely to find a publisher. Because they are women, the process becomes worthy of comment and in need of explanation.

A quick glance through the listings in *Time Out* (although they are by no means complete and rarely credit designers or technicians) is enough to confirm that theatre is still a predominantly male preserve. What is more likely to be disputed is whether women are either interested in or capable of creative work in the theatre. As recently as two years ago a National Theatre spokesman for Sir Peter Hall was quoted thus in *The Stage*: "Women don't write plays, do they? And I would suspect that there are very few

women of sufficient weight to direct a production at the National."

Although working at the National would not necessarily represent the pinnacle of achievement for any one of them, the majority of Susan Todd's nine contributors would admit to having heard the like before – and not just from grand, government-funded organizations. Most have evolved their own methods, direct or indirect, for dealing with such prejudice. (The minority who claim "no problem" status are surely kidding themselves. Any woman in a man's world who claims never to have encountered prejudice must either be operating entirely according to male expectations or else be more than commonly obtuse. Or both.) What none of them has the temerity to claim is that prejudice is most effectively refuted by the existence of women such as themselves: women who take their work seriously while deriving joy from it, and who are prepared to be articulate about it. Maybe they would consider such a claim overweening. Too bad: it's true.

Apart from the inevitable struggles, what emerges with stunning clarity from this collective experience is the sheer pleasure in the work itself. "I love to write," says Bryony Lavery. "Let me recommend it to you," Harriet Walter describes her desire to act as "the same thing that makes a dog want to run very fast." "It's glorious,"

says Di Seymour (designer), "when your imagination becomes concrete." What Ann Jellicoe finds with writing is that "I regard myself totally as a craftsman. And I enjoy, I really enjoy, delivering the goods as skilfully as I possibly can." This enthusiasm in creation is the best propaganda of all as far as women are concerned. It makes the point which cannot be made too often: some of us are not white goddesses or dark ladies but people who can make and produce things ourselves. Lawrence rather than Frieda.

It is dangerous to generalize about masculine and feminine modes of operation, not least because "feminine" tends to be understood as an ascription of inferiority – or else, defiantly, as one of superiority. Nevertheless, I think there are several generalizations to be made on the basis of this deceptively modest little book. This is what I find remarkable in it: the absence of arrogance and fretting about status which are generally rife in theatre; the commitment to articulating women's experience and helping others to do the same; the willingness to be flexible and cooperative when working with others; and the general air of realistic self-appraisal which eschews alike the grandiose and the self-deprecating. These are not, of course, exclusively feminine qualities or opinions (nor indeed are they common to all women) but when

gathered together, as they are here, they should give us all pause for thought.

And it does seem as though women are moving away from the conventional theatre, not (or not just) because they have been rejected but because they positively want to work with other women in a cooperative rather than a competitive setting. The series of events related autobiographically by both Bryony Lavery and Liane Aukin (who did such sterling work at BBC Radio in encouraging women writers) seems to make this a natural progression. Liane Aukin describes the object of such action as being twofold: "Firstly we want to be in a position to interpret and question human experience, instead of leaving that to one half of the species, and secondly we want to gain a more realistic and complete sense of our individual selves." As so often, the problem and the challenge is, define or be defined. But Aukin is also at pains to deny that any of the alliances thus formed is misandrist. "It is not that one excludes men, but includes women."

It is a sign of the times that the *Time Out* listings, though short on credits for individual women, show that there are several all-women companies working in fringe theatre. The times being what they are, it is more than likely that they all have limited resources and financial problems. The Women's Playhouse Trust, set up in 1981, may

well go some way towards alleviating such problems. It aims to buy a theatre in central London to promote the work of women writers, directors, designers, technicians and administrators, and has entered into a co-commissioning agreement for women writers with Methuen. Each of its six annual productions will be combined with a workshop, discussion and playwriting programme. This last proposal, involving as it does the active participation of women who might otherwise find it difficult to gain the necessary skills and experience, seems to me the most important of all. If it could be expanded to provide apprenticeships, so much the better.

It is not that women are uninterested in or incapable of creative work in theatre, but that women are discouraged, either actively or by omission, from engaging in such work. Although it is possible (just about) to write a play without ever having been anywhere near a theatre, directing, designing and technical skills can only be learned through doing. As in television the most valuable service which can be rendered to aspiring women in the industry is less the support of mutual back-slapping (pleasantly encouraging though this may be) than the upmost support of rigorous and comprehensive training schemes. This means spending money. Who, I wonder, is going to provide it?

A crammer's delight

A History of the Theatre in Europe. By John Allen. Heinemann Educational £5.95. 0 435 18035 5.

A History of the Theatre in Europe is a crammer's delight. In 108 brief chapters, some no more than three or four paragraphs long, it offers a descriptive rather than critical account of theatre (as distinct from drama) from 500 BC to AD 1981. All this in less than 300 small octavo pages plus 22 illustrations and a selective index that is not always helpful (try looking for Baylis, Lillian).

Selective is the word. Allen selects what he thinks important, crossing national boundaries to pursue the next fruitful development in theatre arts or to report a "Golden Age". Towards the end, faced with the increasing bulk and complexity of his material, this linear approach breaks down. Backtracking becomes increasingly necessary so that Wagner comes after Gaius, worthy, and The Development of Theatre Dance peters out in space-consuming eulogies of Isadora Duncan, Margaret Morris (not a theatrical dancer), Rutland Boughton (who?) and (oddy) English poetic drama. This idiosyncratic, personal prejudice approach mars the closing chapters of the book. For theatre in his own lifetime Allen is an unreliable guide. Terence Gray and Rupert Dwyer may have been the heroes of his undergraduate years, the workers' theatre movement his stomping ground in the

Thirties, but they hardly merit the space he gives them. Lillian Baylis's Old Vic, more influential, does not rate a mention. He gushes about Soviet theatre, shying from acknowledging state control in the name of orthodoxy: Meyerhold was arrested June 20, 1939 and executed in prison February 2, 1940 – it is mere word-spinning to describe him as "removed from the scene". Similar word-spinning about the NT's *Orestes* goes over the top describing it as "an experience more real than the world... than reality".

Such criticisms apart, Allen's "history" is to be recommended. Where he rattles other people's opinions, condenses received knowledge, draws together strands of theatre-history research, he does so with masterly conclusion, urbane wit, communicating his own enthusiasm for theatre. Each new phrase is prepared for with a good clear concise exposition of the facts, influencing it, social, political, artistic, religious. Many chapters are models of brevity, clarity, factual information: 92 Le Theatre Libre is a captivating short story in five paragraphs. Students will welcome its lively forthright approach, glad that so much is crammed into a little reading matter. End of chapter comments, book lists, suggestions for further reading are useful – not least for suggesting where research is needed and where translations would be welcome.

John James

Exchange of artistic ideas

Arnold Schoenberg/Wassily Kandinsky: Letters, Pictures and Documents. Edited by Jelena Hahli-Kock. Translated by John C Crawford. Faber £20.00 and £9.95. Bauhaus. By Frank Whitford. Thames and Hudson £3.95. 0 500 20193 5.

"Our whole manner of thought and feeling have so much in common that I feel completely justified in expressing my empathy," wrote Kandinsky to Schoenberg in his first letter, January 1911. Six dates later came the reply. "I am sure that our work has much in common – and indeed in the most important respects." The artistic affinities each recognized at the outset of their correspondence

have become much more evident by the time that the First World War sent Kandinsky back to Russia. Quite apart from the increasingly abstract, dissonant expressionism they practised and justified in their major theoretical texts, *On the Spiritual in Art* and *Theory of Harmony*, it was during this period that both created stage-works that combine words, music and visual images in an innovative way. In the first letter, Kandinsky had written, "The independent life of the individual voices in your compositions, is exactly what I am trying to find in my paintings," and while he sought a musical "inner resonance" in his pictures, Schoenberg painted a series of "visions" that Kandinsky showed in the first Bayreuth exhibition. Original texts by Schoenberg and

Kandinsky, together with informative and sometimes perceptive essays by their editor and translator, support the evidence of the music and painting in convincing us that these were two highly exceptional artists. But the letters reveal two extremely intense and quite humourless men. Feigning indifference to worldly things, Schoenberg, with the willing cooperation of Kandinsky, fuses endlessly over the selection of a holiday villa and when he seems to make "Hell" hot for the Berliners gets the full support of his correspondent.

It was all too human failings that brought their regular correspondence to an end. The war and the Russian revolution were insurmountable obstacles but after Kandinsky returned to Germany and began teaching at the

Bauhaus in 1922, it was through the report of that pretentious gossip, Alma Mahler, that Schoenberg heard of anti-Semitic remarks made by his friend. Kandinsky defended himself but failed to convince. The exchange of artistic ideas was over. As the wife of his first director, Alma Mahler reappears influentially in Frank Whitford's much-needed and very lucid account of The Bauhaus. Combining original research with a judicious evaluation of all the principle events and protagonists, he provides not only the most up to date history of that radical, if confused, institution but makes us reconsider the relevance of Weimar artistic, social and political issues now.

Michael Clark

RESOURCES



Tiny, sixish, blond, a violin the size of a kipper tucked under his chin, Richard acknowledged the applause, carefully scratched his nose with the violin bow and offered another piece. "It's very short," he said, encouragingly. "And funny!"

A click of the finger nail on the sound box, a squeal on the strings and a serene grin. "It's a mouse," he told them, "the trap shutting and the mouse squeaking." The audience loved it, clapping their hands, laughing behind spread fingers and rolling on the floor. They begged for an encore.

It was not exactly "Music from Around the World", it was precisely in the spirit of "Tune in to summer", the Blackheath Conservatoire's music course for 4- to 11-year-olds, fun, experimental and irreverent. And it was all like that. What, for instance, was the short piece which followed the Suzuki in the impromptu string quartet's micro concert? An oompah, I was told, specially composed in the coffee break for the players' needs, but still an oompah.

The children loved it. I loved it. And I wished I was eight again, young enough to qualify and old enough to stay all day, play the tips and sound games, listen to Kate's lyrical Indian tapes, do movement and dance, make sophisticated rhythms and satisfying improvisations, join an ensemble and, at the end of the week, play in the parent's concert.

Any course reflects its creators. This one owes everything to Chrissy and the Buchanan Sisters, four talented, cheerful, warm and slightly zany ladies who could coax a tune out of a turnip, who offer instant cuddles when home seems a long way off and who can mould disparate talents into a respectable consort in the space of a morning. There were around 60 children on the course, two thirds of them, the

under sevens, for half a day and the rest, mostly 8-11 but with a sprinkling of resilient instrumentalists from the younger group, all day. This means, says Marjorie Ayling, the conservatoire's principal, that classes are never larger than 15 and that the afternoons can include some intensive ensemble work.

I went on day two. Some of the children were there for the third year running. "It is a lovely way to start the holidays," a leggy brunette with eyes like sloes told me, "and it's ever so much more interesting, and... well, more musical than what we do at school, if you know what I mean." I do and it is. Though of course it shouldn't be. Most schools have tape recorders, percussion instruments and the odd young musician. What they don't have is Chrissy and the Misses Buchanan – Lucy, Charlotte and Kate.

Kate, extrovert and lion-maned, is the one who produced the idea three years ago. She was already teaching 5- to 7-year-olds in the conservatoire's Saturday morning music-making classes and budding musicians in the special music course. The holiday scheme, with its emphasis on Orff-Schulwerk material, insistence on a musicianly approach, the development of aural perception, rhythm and pitch, was a natural corollary.

It was Lucy Buchanan and Chris Parsons (who teaches mother and toddler music making as part of Houslow's community education programme) who seemed to be in charge of times and mass choreography – a giant Yugoslav round dance for the end of the morning session. Charlotte handled the string ensemble and Kate did exotic, advanced things with the pentatonic scale, body percussion and personal interpretations of Eastern music.

"We've got a joint theme," she explained, "music and travel. There's

a Jamaican calypso, a Maori Battle Chant – very popular that – and a Yugoslav Kolo." There are also any number of improvisations and lunch-time rewrites to meet the needs of individuals. All very democratic, fun and fun.

The secret with something like this, says the principal, is to have staff who are first and foremost musicians, so that they do it right. After that they have to like small children – and their parents. She aims to find people in the 20-30 age group – "A sort of half-generation gap," she says, "so that the teachers are lively, exciting and too young to be the children's parents."

These music-making sessions have been so successful, she says, that the conservatoire is now looking to fulfil another musical need in the area – holiday courses for young string players. The first, for 8- to 18-year-olds in the grade 2 to 6 skill bracket, will be held in the new music wing of Colfe's School, SE12, on August 30 and 31 and September 1. It is something she has wanted to do for some while. Why? "By the time you are playing music of a certain difficulty," she explained, "it is actually very hard to achieve intensive practice for both string and woodwind in the normal school orchestra. Brass and woodwind players often have their own band and get in separate practice there, but lots of schools simply don't have enough good string players to get the right sort of music going."

"We know this because we have a good tradition of youngsters (up to grade 3 or 4), playing in our junior orchestras, then when they go on to secondary school they find very little opportunity to play."

Perhaps, she says, the string course won't be quite such fun as Tune In but "I will definitely be a non-school event! I want the players to have an easy relationship with the young teaching staff and to enjoy a varied programme." There will be opportunities for the playing of party pieces, the sharing of music and for listening to staff performing, as well as extra chamber music in the lunch hours.

"We are including a movement from a Mozart violin concerto, some Boyce and an Elgar serenade and there's to be a concert performance at the end."

There are, she says, any number of technical exercises which a good tutor can use to improve fluency and tone, but Nicholas Woodall, course director and ex-London Mozart player currently teaching in the junior section of the Royal College, is anxious not to infringe other teachers' rights. To this end, they are asked to counterpoint their own pupils' application forms.

It sounds a great idea but I think they got the title wrong. If Tune In was a good way to start the summer, then Tune Up should be the way to end it.

TUNE IN to summer

Susan Thomas visits a music course for children at the Blackheath Conservatoire



As one tiny musician remarked to another at the end of the morning session: "It makes you feel tiny all over when you play those music things."

A few places remain on the string course for the more sophisticated

(especially for viola players), at £20 for two half days and a full day Saturday.

Details and more information from Blackheath Conservatoire, 19 Lee Road, London SE3 9RQ (tel: 01-852 0234).

Tee time

Microtee Ruler £8.50 for a set of 5. £31 for a box of 20. **Microtee Backing Sheet** £3.50 for a pack of 20. Microtee Designs, PO Box 73, East Preston, Littlehampton, West Sussex. BN16 2TU.

The Microtee ruler is a small-scale substitute for a drawing-board and T-square. It is a 30 cm plastic ruler with a special clip at one end. The clip enables the user to slide the ruler along the edge of a sheet of paper. The user can then draw lines at right angles to the edge of the paper. By using the ruler like a T-square you can draw lines and figures quite accurately.

It is clearly useful for technical drawing. Craft, Design and Technology teachers will find a set useful for certain types of work. Indeed the special rulers are quite handy for anyone who wishes to draw columns or boxes neatly in non-technical work. The clip incorporates a small tilt lever so the ruler may be lifted from the page without smudging an ink line. Microtee also sell a backing sheet. This is a sheet of strong paper with centimetre scales along the edges. A piece of A4 paper can be secured so that small pieces of tape hold your paper in place. Your paper can be removed intact, though the arrangement works best with slightly glossy paper. Each backing sheet can be used several times.

Andrew Rothery

John Bald reports on the twenty-first conference of UKRA, the United Kingdom Reading Association, where this year's theme was 'Reading and the New Technologies'



which the home market was much the larger, although most teachers knew nothing about it. The "overwhelming" use of computers at home was for playing arcade games.

A more optimistic report, from Carla Broderick and John Treshall of North East London Polytechnic, described a wordprocessing experiment by fourth-year junior school children. The composing a variety of texts on the wordprocessor apparently helped children to move beyond their initial concern for spelling and punctuation, to consider issues of content and

requires at least a large micro to run it. Shortly before he died, Marshall McLuhan wrote in a letter to Martin Goff, Director of the National Book League, that there was evidence of "TV education" in teenagers, which led to "considerable depletion of psychic resources". The main effect of television, said McLuhan, was "loss of identity and its ensuing violence". This confession was at the heart of Mr Goff's talk on the continuing importance of books in an electronic age. He echoed Tony Adams, a delegate from the National Association for the Teaching of English, on the value of

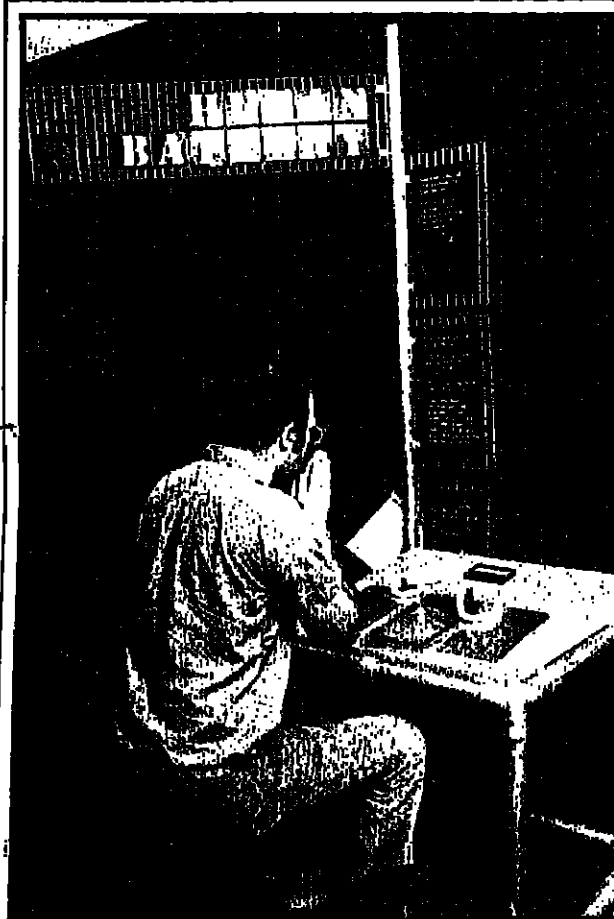
technology for certain forms of information retrieval, but saw in books a particularly resistant assertion of humanity against totalitarianism.

Accounts of the development of video materials in education were generally positive, although there could have been more of them. Valerie Yule, of the University of Aberdeen, was working on a self-help videotape for adults learning to read, and Cecilia Obrist presented a new videodisc entitled *Helping Your Child to Read*, produced by BBC Enterprises at £16.95. This contained excellent practical advice on introducing reading as part of language development, and would be useful in a broad range of professional training if it were available on tape.

Topics outside the main theme of the conference included "The Assessment of Oracy", "Comprehension and Its Development" and "Reading without New Technologies", based on work in Papua and New Guinea. Some "workshops", however, were in fact lectures, and UKRA has developed a tradition of allowing space to long-established members whether or not they have anything new to say. It would, for example, be useful to invite the research prizewinner to make a presentation. This year's prize went to Dr Jennifer Barr for her thesis on "Spelling in the context of writing for a purpose".

Overall, the conference was a major success, both for its clear definition of issues and the NELP study, which is a useful basis for further work. A school membership scheme is to be introduced next year, with a subscription of £16. If this standard can be maintained, it will be a bargain.

RESOURCES



Testing testing

Carolyn O'Grady on the Science Museum's new venture into technology and engineering



Judith Passow

A new permanent exhibition, named particularly at children, in which all the exhibits can be touched, felt, climbed upon or interacted with in other ways, is to be set up by the Science Museum in London.

Launch Pad, as it will be called, will open in 1986 and will be totally different, say the organizers, from any museum exhibition now in this country. It will be entirely interactive and deal with technology and engineering rather than science.

At the announcement of the project, Dame Margaret Weston, Director of the Museum, said "People will come to Launch Pad to enjoy themselves, to learn and, we hope, to be inspired. We want it to open up new interests and enthusiasms, and to launch some young people towards new careers in technology and engineering."

She was anxious that Launch Pad should not stand alone: "There is a real need for a network of technology and

science centres around the country. We already have close links with a number of other groups developing plans, including the exploratory scheme in Bristol."

Launch Pad will cost £1m to develop. The Department of Trade and Industry is providing £350,000, the Leverhulme Trust another £350,000 and the museum is making up the balance. In addition, one of the Sainsbury family charities has agreed to provide initial capital for five or six similar ventures around the country.

The participation of the Department of Trade and Industry is a continuation of its policy of introducing young people in schools and colleges to technology, the biggest manifestation of which is the micros in schools scheme. Mr John Butcher, MP, Parliamentary Under-Secretary of State for Industry, reiterated Dame Margaret's theme of encouraging young people to enter jobs in technology and

engineering.

"Far too many young people," he said, "have only the vaguest understanding of the nature of our industrial and commercial society. Fourteen or 15-year-old children still make premature subject choices which not only exclude a whole range of worthwhile careers in engineering and technology, but also allow them to leave schools with only the most rudimentary understanding of the technology which will shape their future lives." The museum will work closely with Chelsea College for Science and Mathematics in its research.

Dr Anthony Wilson, Education Project Manager for Launch Pad, said the sort of learning which would take place in the exhibition was not didactic, but each exhibit would be constructed with the aim of giving insights into important fundamental principles. These would serve the children when the subjects were brought up more formally

in school. Background literature would be made available for both children and teachers.

The exhibition would have about 100-150 exhibits, and the project was already considering about 400 ideas, he said. One was a structure for people to climb on, which in some way would show the stresses being put on it; this might be done using polarized light.

Another way of showing stresses might be to create a large metal object which would be shown alongside a hologram of it. As a visitor touched the object he or she could see in the hologram how it bent or moved.

A third idea was a three-dimensional jigsaw with which visitors could make a bridge. Children would be helped to understand how an arch is a structure that "holds itself up".

The two main inspirations for Launch Pad are the Exploratorium in San Francisco, set up by Frank Oppenheimer, brother of Robert

Oppenheimer, "father of the atom bomb", and the Ontario Science Centre. But none of their exhibits will be duplicated. The Exploratorium contains numerous very simple exhibits - "the sort of thing which a science teacher might use to demonstrate a scientific principle to her class," says Dr Wilson. The Ontario Centre has more sophisticated, polished exhibits.

Both are considered very successful but it seems likely that the Science Museum will be more influenced by Ontario. The Science Circus, a travelling offshoot of the Ontario Science Centre, visited the Science Museum a few years ago and was a great success. Some of the exhibits which may be destined for Launch Pad are on show in a small exhibition of prototype interactive exhibits called Test Bed, on the ground floor of the Science Museum until August 31. Test Bed, as its name implies, is seen as one way of trying out possible exhibits.

Canary hunting

VIDEO

Rigoletto. By Giuseppe Verdi
VHS and Betamax, £30 + VAT approx
Longman Video, 21-27 Lamb's Conduit Street, London WC1N 3NJ.
Peter Grimes. By Benjamin Britten
Mason Lesaut. By Giacomo Puccini
VHS and Betamax, each £34 + VAT
Thorn-EMI Video Ltd, Thorn-EMI House, Upper St Martin's Lane, London WC2H 9ED (tel: 01-836 2444).

If it did nothing else - and actually it succeeded triumphantly - Jonathan Miller's "gangster" production of *Rigoletto* for the English National Opera at least made us look afresh at one of the most familiar of all operas. When you've seen a New York cop singing "La donna è mobile" to an art deco juke box, when the Duke has become "the Duke", nothing can ever be quite the same again.

Not that the work itself loses any of its power or appeal. Like Shakespeare it is well-nigh indestructible. Virtually any performance is going to have its moments, although most of them are usually down to Verdi rather than individual singers or conductors.

There are one or two in Longman Video's recording of a very conventional *Rigoletto* given at the Arena di Verona. One or two - and to be fair they are singers' moments. Alida Perali in an exciting Glinda and thrilling in the taxing Act II duet.

Gariboyan as the hunch-backed jester is frequently very moving too; but otherwise the lavishly costumed production is competent although not in any way distinguished - least of all in terms of sound quality. It might have sounded all right to the audience of about 20,000 who packed the vast open-air theatre at Verona one warm summer's evening for the original performance, but there are moments in the recording when the quality is frankly dreadful.

For the record, the performance is conducted by Donato Renzetti, produced by Carlo Lizzani and the cast also includes Vincenzo Zito as the Duke of Mantua. Like Ferravini and Boyagian, these are names largely unknown even to devoted English operaphiles.

"Canary-hunting" in fact - Lord Harewood, retiring director of the English National Opera coined the phrase to label the opera world's ultimately destructive pursuit of singers rather than operas - must play a big part in the marketing of opera, on video or ordinary audio discs. If you've got a Domingo, a Sutherland or a Balza in your catalogue you're going to sell, it seems, almost irrespective of what the star is singing.

Of course, it is always better if the role is one particularly associated with the singer. X or La Y. There aren't a great number of such roles, but one is Jon Vickers' performance in Benjamin Britten's *Peter Grimes*. It is one of the great post-war characterizations, and Thorn-EMI's new recording of the original Covent Garden production does it full justice. The haunting production is by Elijah Moshinsky and conducted by Sir Colin Davis.

Originally filmed for BBC Television in 1961 and now issued in the current Garden Video series, the tape is a model of what opera on video should be: a distinguished production, sensitively filmed (director Brian Large) and with an exemplary clarity in pictures and stereo sound.

Mason Lesaut, on the other hand, is a tape to play over and over again. Puccini's score is so infectious and enjoyable and the sumptuous Covent Garden production such fun to watch it is a struggle to take it out of the video player.

The ubiquitous Humphrey Burton covered what Thorn-EMI call "the program" which, like *Peter Grimes*, is also of the highest technical standard, beautifully lit and with clear, well-balanced sound; as if all that is sufficient to recommend it, the conductor is Giuseppe Sinopoli and the parts of Mason and Des Grieux are played by Kazuo and Placido Domingo, two "canaries" by anyone's standards.

HD



Skara Brae

Treasure sites

Jessica Saraga on a series that unearths the romance of archaeology

Treasure Islands
ITV, Thames, Thursdays 7.05-7.35 pm.

The romance of archaeology is that the earth is full of treasure; there's solid gold torques in these hills and luxury mosaic floors in the valleys.

You can find ninth-century brooches just digging a grave, Celtic jewellery ploughing a field, or caught on your bulldozer, and you'll be paid a fair sum by the state for treasure trove too, unless, like the man who found four hundredweight of coins in a pot under a stone, you were using a metal detector on a scheduled monument.

Or unless you were digging up something which was meant to have been buried for good like the Sutton Hoo ship burial, whose treasure after a hasty treasure trove inquest in a hut on the site turned out to be the legal property of the land owner, Mrs

Pretty. Mrs Pretty did the pretty thing and gave it to the nation.

Robert Erskine stalks the land, visiting treasure sites for this new series from Shetland to Dorset and County Wicklow. Perhaps most dramatic is the treasure that remains on site rather than the artefacts which get taken to museums. Skara Brae in Orkney is a Neolithic village which just appeared one day in the 1850s when the sand blew away in a storm and uncovered 5,000-year-old dwellings with 5,000-year-old stone furniture - a bed, and a dresser with a little pot on it.

Signs of industry too go back to Neolithic times, in the flint mines at Grimes Graves in Norfolk, where Robert Erskine handles lovingly the axe-head which is more carefully made than it need have been to do the job, and ponders the pride in craftsmanship which thousands of years on he still

finds a feature of nineteenth-century beam engines.

After what seems to be an almost impossibly bitty first programme, the series has gathered momentum. The programmes focus not on sites, but on the areas of past life archaeology can tell us about - lifestyles, industry, religion and warfare. Consequently we might visit the same site several times in the six programmes, panning all over Britain in the course of each one.

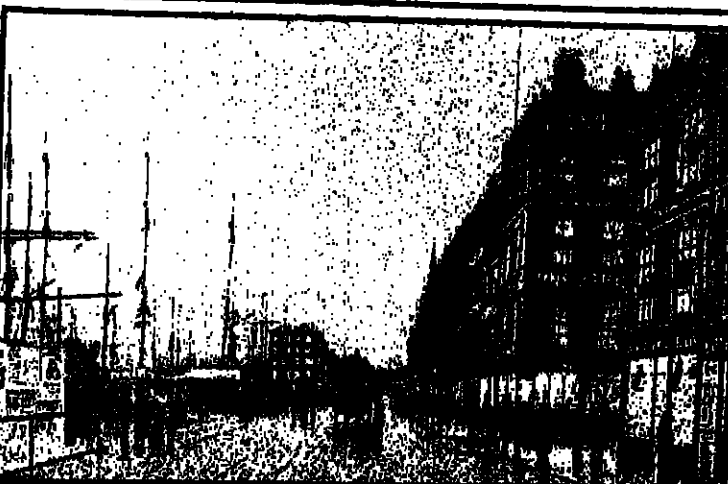
It's useful here to have the reference map you can send for to get a grip on where you're going next. The map and the presenter's enthusiasm, together with Nigel Hess's stirring brasses in the title music which accompanies the opening aerial shots sweeping the castles and palaces of Britain, do much to make a worthwhile series from one that could have lost its theme in a manic procession from site to site.

But Duchamp is too fly for all that. Even in the face of microchip technology he doesn't give much away. The artist who incidentally bore a strong physical resemblance to Sherlock Holmes remains as stubbornly enigmatic as his work. A three-pipe problem for Holmes: but hardly as great a puzzle as the film is for its audience. Even the final elucidation (delivered to camera while Watson scribbles in a notebook) is as complicated as Duchamp's great work "The Bride Stripped Bare by Her Bachelors", a convoluted treat through dream, alchemy and metaphysics. Not that it could have been anything else, of course. A rose is a rose is a rose after all.

The river with the past was again the Mersey - one hundred years ago it was not unusual for 300 ships to sail on a single tide - the boat with the future was the "Spirit of Merseyside", a full-scale replica of a Liverpool Bay pilot schooner. In a shed at the city's long-awaited Maritime Museum, Jayne Dowell watched it taking shape under the hands of some unemployed youngsters and then, in a sequence as dramatic as any in *The Onedin Line*, put to sea in a similar vessel operated by the Ocean Youth Club.

When it is fitted out, the "Spirit of Merseyside" will also be operated by the OYC, providing sail-training and adventure holidays for the young people of Liverpool. And, quite literally, it will surely become the flagship of a movement - of which Sunday's two films were both a celebration and a part - to make Liverpool once more "the most romantic city in the world".

Hugh David



Grimeham: Liverpool Quay by Moonlight

Spirit of Merseyside

River of Sun and Moon
Spirit of Delight
ITV (Granada area only)
Sunday, August 5.

With the informed ignorance of one who has never set foot in Liverpool and had only the haziest notion that Birkenhead was the place across the water, I watched Granada Television's hymn to the Mersey with the rapt attention usually reserved for *The World About Us*. I was an outsider and felt it.

River of Sun and Moon was one of two "Scouse films" to be transmitted in the Granada area last Sunday. Along with the Liverpool Garden Festival they were a public affirmation of the north-west's renewed belief in itself in the wake of what they've taken to calling "The Riots". (Shades of "The Troubles" - but the upsurge is a national one: back home in London, local traders have masked an ugly rally.

way viaduct with a vast hoarding which announces "We're Backing Britain".)

In a sequence near the end of the film Merseyside actress Jayne Dowell enthusiastically proclaimed her love for the river and its city. The connection between the two had previously been well drawn by director Peter Plummer - in 1928 the Bishop of Warrington dropped a 9lb wedding ring into the Mersey to marry it to Liverpool; he said they had lived in sin for too long.

One particularly fascinating section was filmed in the Philharmonic Dining Rooms, a turn-of-the-century fantasy-recreation of the interior of one Edwardian liner which used to dock in Liverpool. Like the rest of the film it was beautifully photographed. Whether the images were of leafy waterside grooves or the greasy evening streets so effectively caught by the Victorian artist Alkington Grimeham, they blended well with extracts from the

A rose by any other name

VIDEO

The Case of Marcel Duchamp
VHS, Betamax and U-matic £90 + VAT from Arts Council Video Sales, or U-matic and VHS £19 + VAT to hire from the Arts Council Film and Video Library at Concord Films, 201 Felixstowe Road, Ipswich, Suffolk (tel: 0473-76012).

Forget about Picasso, Braque, and even the Impressionists. Marcel Duchamp is the man who put the modern into art, the tract into abstract and indirectly, that pile of bricks into the Tate Gallery. Marcel Duchamp - he of the signed urinal and the fractured "Nude Descending a Staircase" - Marcel Duchamp, the man who defaced the "Mona Lisa" with a moustache and beard.

But how to make sense of such an artist, a man who attached himself to the Cubists, the Dadaists and even the Surrealists, before striking out on his own, parading down the sidewalks of New York dressed in women's clothes and answering to the name of Rose Selavy? David Royan's solution is as strange as his subject.

The title of his Arts Council film *The Case of Marcel Duchamp* is a clue, for Royan's investigation is led by none other than Sherlock Holmes. Living in retirement in a low-ceilinged country cottage (221B had got far too noisy), the Great Detective has immersed himself in a study of modern art, apparently in anticipation of the filmmaker's call. Watson is near at hand, but in the long run the sleuth gets more assistance from Toby, his "Holmes computer" which, at the touch of a button, can marshal all the evidence and even (courtesy of some fascinating archive film) cross-examine the artist-vanetist himself.

But Duchamp is too fly for all that. Even in the face of microchip technology he doesn't give much away. The artist who incidentally bore a strong physical resemblance to Sherlock Holmes remains as stubbornly enigmatic as his work. A three-pipe problem for Holmes: but hardly as great a puzzle as the film is for its audience. Even the final elucidation (delivered to camera while Watson scribbles in a notebook) is as complicated as Duchamp's great work "The Bride Stripped Bare by Her Bachelors", a convoluted treat through dream, alchemy and metaphysics. Not that it could have been anything else, of course. A rose is a rose is a rose after all.

David Housdon



WANTED
MARCEL DUCHAMP

4 Television Programme Recording

Titles Available for Week Commencing Sunday 12 August 1984.

Wednesday August 15
17.30 Spinaldi: The Crawl
Saturday August 18
14.00 Great Walks: The Ochills
free code B

(NB This programme is submitted for the benefit of deaf viewers)

For More Information Contact
TV Recording Licence Dept,
GUILD LEARNING
Guild House Peterborough PE2 8PZ
Telephone (0733) 63122

Smooth veneer

Furniture, Bookbinding, Clocks
The Crafts Council Open
Summer Exhibition 1984

August 1 - September 23, Tuesdays - Saturdays 10.00am - 5.00pm; school parties on Mondays by special arrangement. Admission free
Crafts Council, 12 Waterloo Place, Lower Regent Street, London SW1Y 4AU (tel: 01-930 4811).

The Crafts Council's first open exhibition is a small affair - only 50 items out of the 350 clocks, bookbindings and articles of furniture that were submitted. The effect on walking in is almost of sparseness, empty furniture against blank walls; and this despite the reds, pinks, blues and greens of the more ostentatious pieces.

The styles of furniture range from the angular red and purple plywood of Fred Beier's punk cabinet, reminiscent of an old gypsy caravan, to the clean and simple lines of the plank back chair by Robert Williams of Pearl Dot Workshops - pink to my surprise, and joint winner, with Richard La Trobe-Bateman's collapsible chair, of the Batsford Crafts Award for furniture which can be produced in series.

But the immediate impression the furniture made was cold, largely because of the predominance of plywood, veneer and paint. The warmth of the natural woods was missing with all their own colours and the texture of their grains. Ash veneer has its attraction, but it is quite literally more superficial.

Perhaps this was why Andrew Holmes' two pieces - a settle and a chest - stood out. Both "patchwork", made from fragments of old furniture, wood and tin with door knobs and drawer handles, they betrayed a true feel for the materials; their shapes and their age, combined with an ability to bring them together in a novel way that drew on their natural qualities.

Andrew Holmes is better known as a clockmaker, but he did not contribute to that section. The furniture in the second gallery almost pales into insignificance beside the shining metal-and-glass refinement of the clocks. Two items there were mesmerizing - the month astronomical clock by Roland Jarvis, in brass, silver, steel and aluminium, and the three-dial piece with "grasshopper" escapement by Andrew King. The mechanics are impossible to understand, but what a pleasing way to while away the time.

The bookbindings were disappointing by comparison. Some of them were attractive but not particularly striking or original. There were too many black books, and without wanting to be over-literal it would have been more interesting to see a greater reflexion of the contents. For that reason Pella Erskine-Tullock's work on *The Directions* stood out, a green and fawn goatskin binding with the title and its contents worked repeatedly across the cover.

David Sollers' work on Andrew Marvell's *Miscellaneous Poems* was highly original - all black, linen covers with fragments of leather inlaid with snap fasteners. The snap fasteners created a three-dimensional effect that was simple but intriguing. It would probably deny any book beside it, but it must be a delight to hold. Hopefully neither it nor the other books in the gallery's glass cases are damaged by the constant exposure to sunlight.

In some ways it is a pity that the next open exhibition - summer 1986 - will not repeat the same theme. Apart from anything else it would have been interesting to see if there were more women contributors. In furniture and clocks only one this year was female, presumably because these crafts are still regarded as male territory. Unfortunately the same will probably be true for "Musical Instruments" in 1986.

Gillian Macdonald

notes

ACORN TEACH-IN

For the first time at a public exhibition, experts will give demonstrations of the new BBC Micro and Electron add-ons at the 1984 Acorn User Show.

Other features at the exhibition will be BBC Micros on an Econet local area network with the latest Acorn software releases which include O-level revision packages for Maths, English Language and Biology.

The show can be visited at Olympia 2 Exhibition Centre in Kensington, London W14 from August 16-20.

CHILDREN'S FESTIVAL

A free day of fun for all the family is being sponsored by the GLC at County Hall, Jubilee Gardens and all along the South Bank riverside walkway, with events in the South Bank concert halls, National Theatre and National Film Theatre.

Crowns, puppets, disco, inflatables, theatre groups, circus workshop, toy fair, horse-rides, go-carts, mobile zoo, and competitions are all to be found.

The NFT will be screening a 45-minute programme of Warner cartoons in NFT1, including Abe Levitow's Shakespeare spoof "Witch's Tangled Hair". Further details of films from the NFT on 01-928 3842.

THE POLITICS OF TECHNOLOGY

A special one-day conference on "The Politics of Technology" is to be held on October 31 as part of WISE '84 (Women Into Science and Engineering).

The Rt Hon Kenneth Baker, MP,

Minister of State for Industry and Technology, will lead a discussion on the situation of engineering and technology in Britain, with prominent women from the fields of science, research, industry and politics taking part. The conference will be chaired by Dr Kenneth Miller, Director General of the Engineering Council.

Organized by the 300 Group, which works to get more women into parliament, the conference will be held at the Institution of Mechanical Engineers, 1 Birdcage Walk, London W1. Fee to 300 Group members £10, non-members £20, students/unwaged £5. Applications to Sylvia Wasserman, 68 Maryat Road, Wimbledon, London SW19 5BN (tel: 01-947 8268 evenings).

OU MICROS PACK FOR SPECTRUM

The Open University has made its Micros Pack available for the Sinclair 48K Spectrum. The pack aims to enable parents as well as teachers to understand the many ways in which children can benefit from the use of computers in the classroom.

It is designed to bring computing novices to the point where they can connect up, switch on and use educational material on the microcomputer and evaluate its educational potential.

Thirteen case studies and five samples of schools software are included, together with step-by-step instructions for loading and use. The programs come on cassette and can also be used with microdrives.

The pack (no P405) is available for £20 from the Learning Materials Services Office, Centre for Continuing Education, The Open University, PO Box 188, Milton Keynes MK3 6HW.

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continued

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Tel: 01-597 2133
Headteacher: Mr E.B.
Davis, B.A.

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Applications are invited for the post of teacher of Home Economics for the period September 1984 to August 1985.
The vacancy arises through the secondment of a permanent member of staff for less than a year. The post is part-time (0.75 of full time) with morning sessions through a full time of 1.5 hours available for candidates able to teach General Science/Biology in the Lower School.

Please apply immediately by letter giving full details of qualifications and experience, and the names and addresses of two referees, to the Director of Educational Services, Lynton Road, 355-359 High Road, Herts. SG11 1NN. (Tel: 01-478 8050 Ext. 103). (11424) 133022

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Queen Victoria Street, Northolt, Middlesex

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THE THORNE SCHOOL & COMMUNITY COLLEGE
Stockwell Avenue, Curry Bank, Brierley Hill, West Midlands. DY5 2NU

Required September 1984 or January 1985. The school has a well established successful department. Full range of examination work available. Well equipped with computer studies room. An expanding school in new premises, serving a popular area in the South of Dudley.

All teachers are expected to join fully in the life of the school. Opportunities to join in College activities, to the Adult Education, Youth Clubs, Community Service or Leisure Pursuits.

Letters of application with c.v. and naming two referees to the Principal, soon as possible. Tel: (0121) 551111 for further details. (08459) 133422

NORFOLK
FAKENHAM HIGH SCHOOL
Wells Road, Fakenham, Norfolk

Group 11 all ability mixed 11-16 (N.O.R. 1170)

Required for September 1984, Scale 1 teacher of Mathematics.

Applications by letter and c.v. to Area Education Officer, Park Lane, NR34 0DU. As a matter of urgency. (0856) 133422

SURREY
EDUCATION COMMITTEE
OLYN SCHOOL
The Kingsway, Epsom, Surrey

Required for September 1984, Scale 1 teacher of Mathematics.

Applications by letter and c.v. to Area Education Officer, Park Lane, NR34 0DU. As a matter of urgency. (0856) 133422

CORNWALL
MOUNTAIN BAY SCHOOL
Boscombe Lane, Bannock, Penzance, Cornwall

Required for September 1984, Scale 1 teacher of Mathematics.

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SEFTON
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
LAKESIDE SCHOOL
Hill Lane, Maghull, Liverpool

Required for September 1984, Scale 1 teacher of Mathematics.

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HERTFORDSHIRE
ST. MICHAEL'S R.C. SCHOOL
High Elms Lane, Garston, Herts

Required for September 1984, Scale 1 teacher of Mathematics.

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WILTSHIRE
ST. ANDREW'S R.C. SCHOOL
The Rectory, Wilton, Wiltshire

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Other than by Subject

Classification

St. Peter's Road,
Huntingdon, Cambs. PE18
7DA

Co-ord. Comp. 1400 on roll

MATHEMATICS GRADUATES (Scale 1) required for September 1984. To teach Mathematics to C.S.E. 'O' and 'A' levels. Ability to teach 'A' level science would be an advantage.

Please write to the Headmaster giving c.v. and the names of two referees. Details will be sent (SAE) (09074) 133422

DUDLEY
METROPOLITAN BOROUGH
THE THORNE SCHOOL & COMMUNITY COLLEGE
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